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ABSTRACT

The broad topic of these hearings was Hispanic access to higher education. In the first hearings, held in Puerto Rico, and specifically about Puerto Rico, testimony was given by representatives of public and private academic institutions and student service programs on the following: high school graduation problems; enrollment in higher education and retention of students in degree and certificate programs; major barriers to higher education for Puerto Ricans and programs to overcome those barriers; how federal help (in the form of student financial assistance, institutional development grants, and special services for disadvantaged students) impacts on the students who are able to go to college, university, and technical schools, and how these programs influence the successful completion of school for students in Puerto Rico; and the weaknesses in existing programs and unmet needs in Puerto Rico. Hearings on the mainland heard testimony on barriers to Hispanic access to higher education; factors affecting the retention and graduation of Hispanic students in higher education; the professional development and advancement of Hispanics, particularly in the field of higher education; and institutional assistance to colleges and universities serving low-income Hispanic students. (CMG)

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HISPANIC ACCESS TO HIGHER EDUCATION

HEARINGS

BEFORE THE

SUBCOMMITTEE ON
POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR
HOUSE OF REPRESENTATIVES

NINETY-EIGHTH CONGRESS

FIRST SESSION

HEARINGS HELD IN SAN JUAN, PUERTO RICO ON MAY 27, 30; AND PONCE, PUERTO RICO, MAY 31; HOUSTON, TEX., DECEMBER 2; CHICAGO, ILL., DECEMBER 12, 1983

Printed for the use of the Committee on Education and Labor

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HISPANIC ACCESS TO HIGHER EDUCATION

FRIDAY, MAY 27, 1983

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
San Juan, Puerto Rico.

The subcommittee met, pursuant to call, at 9:30 a.m., at the Office of Management and Budget, Calle de la Cruz, 254 Esquina Tetuan, San Juan, P.R., Hon. Paul Simon (chairman of the subcommittee) presiding.

Members present: Representatives Simon, Corrada, and Williams.

Staff present: William A. Blakey, majority counsel; Lisa Phillips, majority staff assistant; and Betsy Brand, minority legislative associate.

Mr. Simon. The Subcommittee on Postsecondary Education will come to order.

The subcommittee continues its hearings today on Hispanic access to higher education and postsecondary opportunities in Puerto Rico. Last year the subcommittee heard testimony on the status of Hispanic students in colleges, universities and technical schools throughout the United States and Puerto Rico. The statistics are troubling—the proportion of Hispanic students graduating from high school, enrolling in postsecondary institutions and receiving certificates and degrees is alarmingly low.

I might say that for the 50 States, not including the Commonwealth, unfortunately for the Puerto Rican community education statistics are lower than it is for the Mexican community and for the Cuban community.

It is alarming for several reasons. The first and most important is that educational access and opportunity are the centerpieces of economic and social growth for all of us. Further, as the demographics of this Nation change in the coming decades, we can ill afford to have a rapidly growing class of citizens who have not been able to take advantage of education or technical training to contribute to the well-being of our industries, our citizens and our future.

We are in Puerto Rico specifically at the suggestion of our colleague, Baltasar Corrada, to listen to educators and community groups who encounter the problems and shape the successes of Puerto Rican students every day. We want to hear the scope of the problems of high school graduation, enrollment in higher education and retention of students in degree and certificate programs. We want to understand what the major barriers to higher education for Puerto Rican students are, and what programs exist to overcome these barriers. We want to know how Federal help in the form of student financial assistance, institutional development grants and special services for disadvantaged students impacts on the students who are able to go to college, universities and technical schools, and how these programs influence the successful completion of school for students in Puerto Rico. We also want to know what the weaknesses are in existing Federal programs and what are the unmet needs in Puerto Rico.

Our witnesses today and for our series of hearings are distinguished representatives of public and private academic institutions and student service programs. We welcome them all to the subcommittee hearings.

I particularly want to thank our colleague, Congressman Baltasar Corrada, who has been a very valuable member of this committee. I want to thank his staff, and Diana Schacht particularly. She asked me to mention that. Baltasar Corrada has been an extremely valuable member.

I think, if I may digress for a moment and say something—on my behalf and not on behalf of the subcommittee—I think it illustrates why it is important for Puerto Rico and for the 50 States to be looking at the question of statehood because, in education programs, Puerto Rico has been able to take full advantage of the Pell grants, of all of the other education programs, in no small part. On the Education Committee, you have had Baltasar Corrada. Before Baltasar, you had Jaime Benitez. You have had representation that looked out for the interests of Puerto Rico. On the Ways and Means Committee, where Puerto Rico is excluded from SSI, there is no representation. I mention this as an aside.

But let me add that my appreciation for Baltasar Corrada is that he has taken an interest in programs that are beyond the confines of this island. I think that is important for the Commonwealth also, because as he takes an interest in problems of southern Illinois—one of the things I push is foreign language instruction, and I find one of those who inevitably comes in charging full blast is Baltasar Corrada. It means a great deal to the rest of us that we have a member with a broad interest. It is why some of us tried to discourage him from announcing a certain candidacy recently.

Let me also introduce the staff people on our subcommittee who have also played a role in setting all of this up. We have William Blakey, our staff counsel and staff director to my right; Lisa Phillips, who is running around trying to look busy and sitting down back there; and Betsy Brand, who is our minority staff representative. They had so much confidence in her as minority staff representative that none of our Republican colleagues showed up. I appreciate their good work.

I am going to turn the chair over to my colleague, Baltasar Corrada for these hearings. I am going to switch places with you here now, Baltasar. We will proceed.

You may want to add something and Mr. Williams may want to add something.

Mr. Corrada [presiding]. Thank you, Mr. Chairman. I thank you also for your kind words.

Let me say that I would like to welcome you as chairman of the Subcommittee on Postsecondary Education of the House Education and Labor Committee, as well as our colleague, Pat Williams, who is a member of the full Education and Labor Committee, and all of the members of the staff, for coming down to Puerto Rico for these very important hearings.

In your statement, you precisely described the significance and importance of education programs for Hispanics and for Puerto Ricans, both in the United States mainland as well as here on our island. We have benefited from the Pell grant program, the guaranteed student loan program, the work-study program, the SEOG program and title III program for developing institutions and many others, that have been crucial for allowing the institutions of higher learning on our island, both public and private, to be in a position to provide the kind of educational services that our student community expects and demands.

I am sure that these hearings will be fruitful and productive in terms of better understanding of some of the problems that we have, as well as the impact of these Federal programs on our island.

Let me say, by the way, that Congressman Paul Simon, in addition to being, of course, the distinguished chairman of this subcommittee, is one of the Members of Congress that is highly respected, not only in the political community, but in the educational and intellectual community of the United States as well. Paul was Lieutenant Governor of the State of Illinois and, for the time that he has been serving in Congress, not only has he retained the ability of being reelected consistently in his district, but he has written several books while being actively involved in politics. That simply shows the tremendous drive of his mind in terms of intellectual affairs.

He is the champion in the U.S. Congress of persuading the United States, the educational institutions of the United States, both at the postsecondary as well as at the primary and secondary levels, and demonstrating and showing to them the need for Americans in the United States to pursue studies in foreign language. Not only is he a friend of the bilingual education program for Hispanics who need teaching both in their native tongue as well as in English as they are on their way to becoming proficient in the English language, but he has insisted that Anglo-Saxon American children should learn Spanish, should learn French, Russian, German, and other languages so that the United States will really become a multilingual community.

As a matter of fact, Paul, I don't know if you know this because you might have been on your way here, but the Washington Post has just published, I believe, yesterday a letter of yours on this very same subject.

Mr. SIMON. I did not know that.

Mr. CORRADA. The local paper took it up. Those who cover Puerto Rico in Washington know that you are here, and there is an article in today's El Nuevo Dia, the New Day, indicating that this letter of yours was published in the Washington Post. He is telling the American people to learn Spanish, learn French, and learn Russian. We traveled together to the Soviet Union recently, to Greece and to Germany, and found there how in these countries they insist and they make it a very high priority that children in those countries learn English, learn Spanish, and learn other languages. This is considered to be important in the intellectual and educational development of their youngsters.

So I am delighted to have a man such as Paul Simon here in his capacity as chairman of this subcommittee, as well as because of his interest in matters concerning languages and education in general.

Pat, who is also our good friend, visited some Head Start centers with us yesterday which are matters of great interest to him, where he has dedicated a lot of time for the improvement of services to the children, as well as other programs, educational and otherwise, within the jurisdiction of our committee. I will yield to the gentleman from Montana, our colleague, Pat Williams.

Mr. **Williams**. Thank you very much, Chairman Simon and acting Chairman Corrada.

It is nice—delightful, in fact—to be in Puerto Rico for the first time with Paul and with Baltasar, mi amigo. Baltasar and I serve on the Education Committee together, and we also enjoy being seatmates on the Subcommittee on Human Resources. It was our joint membership on that subcommittee that encouraged Baltasar to arrange visits to three Head Start centers yesterday.

Baltasar, let me test both my memory and my Spanish on you and see if I can remember the names of the little communities that we visited. The first one was Las Monjas; the second one was Nevares; and the third was Guaynabo.

How did I do?

Mr. **Corrada**. Pretty well, Pat.

Mr. **Simon**. What can he say?

Mr. **Corrada**. I think that, in 1 more day, you will be proficient in Spanish.

Mr. **Williams**. I have one final thing. I think that all of us in this room are vitally interested in education. Education, of course, is the process of learning. So we are here not only to determine how our Government may be—and I use the word "our" in the plural sense—how our Government may be of even more meaningful assistance here in Puerto Rico, but we have also have come to learn from you, to see what you might know and what your education system might have that we are able to transport to the mainland for our benefit. It is a two-way street. Our coming here is, in some regards, selfish because we want to know what you are doing right that we aren't and then take that back with us.

Thank you, Mr. Chairman.

Mr. **Corrada**. Thank you, Mr. Williams.

Now we will begin the hearing by listening to the testimony of the witnesses. We will start with Mr. Richard Camino, president, Council on Higher Education of the Commonwealth of Puerto Rico; and also with Mr. Camino we will have Dr. Ismael Almodovar, president of the University of Puerto Rico and chairman of the President's Association.

Mr. Camino and Dr. Almodovar, if you will please come forward. We will first listen to Mr. Camino, and then Dr. Almodovar. We welcome you here this morning. We are very pleased that you are participating in these hearings. You may proceed.

STATEMENT OF RICHARD CAMINO, PRESIDENT, COUNCIL ON HIGHER EDUCATION, COMMONWEALTH OF PUERTO RICO

Mr. CAMINO. Thank you, Mr. Chairman.

Mr. Chairman and Members of the House of Representatives, I am Richard Camino, president of the Council of Higher Education for the Commonwealth of Puerto Rico. It is indeed a great pleasure for me to be here today and to welcome you and other distinguished guests who are visiting us from Washington.

My brief oral statement will address some major issues pertaining to the higher education structure which may be of interest to you. A lengthier presentation follows these introductory remarks for inclusion in the official record.

Mr. CORRADA. Without objection, the full testimony will be made part of the record.

Mr. CAMINO. Thank you.

There are approximately 30 private accredited postsecondary institutions in Puerto Rico with a total enrollment of 92,346 students. Many of these are small proprietary, secretarial, vocational or technical institutions. The principal private institutions are the following: Inter American University, with major campuses in San Juan and San Germán and regional colleges in Guayama, Aguadilla, Arecibo, Ponce, Barranquitas, and Fajardo; the Ana G. Mendez Foundation, with campuses in San Juan and Caguas; and Catholic University in Ponce. The total enrollment for the three major private colleges and universities systems in 1982-83 is 66,021.

By far, the largest university in Puerto Rico is the University of Puerto Rico, a nondemoninational, nonprofit, public university system, with 11 campuses located throughout the island. Founded in 1903 and supported by the Commonwealth Government, the university is accredited by the Middle States Association. The total graduates in 1981-82 numbered 8,058; fall enrollment for 1982-83 was 51,273. For fiscal year 1982-83, the total budget for the University of Puerto Rico was $295.1 million. The Commonwealth Government provides 75 percent of the annual operating budget of the university. Contributions have risen from $8 million in 1970 to more than $52 million for 1982-83.

The Council on Higher Education serves as the governing board for the university, consisting of nine members, appointed by the Governor and confirmed with the advice and consent of the Senate of Puerto Rico. Its membership consists of the Secretary of Public Instruction and eight additional persons who represent the public interest in higher education.

In addition to responsibilities pertaining to the public university system, the Council assumes an important role in accrediting and licensing private higher education institutions throughout Puerto Rico.

Our experience shows the desirability of Federal legislation recognizing, and not interfering in, State governance arrangements for higher education with a substantially diminished role for nationally-based professional associations in the local accreditation processes of university programs.

In closing, I stress that we are eager to work with you in any way we can to broaden the educational opportunities available to Puerto Rico.

Mr. Chairman, if I may, I would like to take another minute to address another subject. We feel it is important to us and of interest to you.

Mr. CORRADA. Proceed.

Mr. CAMINO. Thank you.

This has to do with the Resource Center for Science and Engineering. When it was brought to the attention of the Council on Higher Education that the possibility existed for the University of Puerto Rico to obtain $2.7 million for the establishment of a Resource Center for Science and Engineering if the institution would match these funds to reach the figure of the $5 million needed to implement the plan proposed by a group of our scientists, the Council willingly accepted the commitment. It saw in the center an effective means of developing science and engineering education at the postsecondary level in Puerto Rico.

In the three years of existence of the program, it has shown enough positive results to indicate that what the Council hopes this program would achieve has been successfully obtained. The success of the center can be highlighted by several of the activities it has promoted. Its effect on the college students can be seen through the success of the Puerto Rican delegation at the 34th International Science Fair that was celebrated in Albuquerque, New Mexico. The Puerto Rican delegation received 33 awards for the excellence of the research projects, which was superceded only by the State of Florida, who received 59 awards. Of the 33 Puerto Ricans who received recognition for the work, 27 had received most of the research training through the Resource Center for Science and Engineering, which provided them with access to the accredited research facilities at the Rio Piedras and Mayaguez America science campuses.

At the graduate level, the center has served through the ultimate use of existing resources as a catalyst and promoter in the development of new Ph. D. Programs in the fields of chemical physics and biology, and in strengthening the already existing one in marine science and chemistry. It has also developed master programs in the fields of applied mathematics and industrial engineering, both areas in which our local industries in our communities are in dire need of manpower.

The center has encouraged and provided support facilities for the development of serious scientific research throughout the graduate programs of the University of Puerto Rico. They have been particularly noteworthy in the College of Natural Science and in the Marine Science Department, where they are combining research output that totals 182 scientific publications in 1981-82, a quantity that represents an increase of 25 percent since the creation of the center.

The funding for the project is scheduled to terminate in the fall of 1984. The Congress should give careful consideration to the possibility of providing continuation for the concept of research centers that are developing minority institutions like ours into centers of excellence in science and engineering.

Thank you very much.

Mr. **Corrada**. Thank you for your testimony.

I think it would be better if we listened to the testimony of all of the panelists and then going to the question and answer period; do you agree with that?

Mr. **Simon**. Certainly.

Mr. **Corrada**. Thank you, Mr. Camino, for your testimony.

We will listen to the testimony of Dr. Amodovar, and then we will come back with questions for both of you.

[The prepared statement of Richard Camino follows:]

Executive Summary of the Prepared Statement

Mr. Chairman, and members of the House of Representatives: I am Richard Camino, President of the Council on Higher Education for the Commonwealth of Puerto Rico. It is indeed a pleasure for me to be here today and to welcome you and other distinguished guests who are visiting us from Washington.

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There are approximately thirty private accredited postsecondary institutions in Puerto Rico with a total enrollment of 92,346. Many of these are small proprietary, secretarial, vocational or technical institutions. The principal private institutions are: Interamerican University with major campuses in San Juan and San Germán and regional colleges in Guayama, Aguadilla, Arecibo, Ponce, Barranquitas and Fajardo; Ana G. Méndez Foundation, with campuses in San Juan and Caguas; and Catholic University in Ponce. The total enrollment for the three major private colleges and university systems in 1982-83 is 66,021.

By far the largest university in Puerto Rico is the University of Puerto Rico, a non-denominational, non-profit, public University System, with eleven campuses located throughout the Island. Founded in 1903 and supported by the Commonwealth Government, the University is accredited by the Middle States Association. The total graduates in 1981-82 numbered 8,058; fall enrollment for 1982-83 was 51,273. For fiscal year 1982-83 the total budget for the University of Puerto Rico was $295.1 million. The Commonwealth government provides 75 percent of the annual operating budget of the University. Federal contributions have risen from $8 million in 1970 to more than $52 million for 1982-83.

The Council on Higher Education serves as the governing board for the University, consisting of nine members, appointed by the Governor and confirmed with the advice and consent of the Senate of Puerto Rico. Its membership consists of the Secretary of Public Instruction and eight additional persons who represent the public interest in higher education.

In addition to responsibilities pertaining to the public University System, the Council assumes an important role in accrediting and licensing private higher education institutions throughout Puerto Rico.

Our experience shows the desirability of Federal legislation recognizing, and not interfering in, state governance arrangements for higher education, with a substantially diminished role for nationally-based professional associations in the local accreditation processes of University programs.

In closing, I stress that we are eager to work with you in any way we can to broaden the educational opportunities available for Puerto Ricans.

Prepared Statement of Richard Camino, President, Council on Higher Education, Commonwealth of Puerto Rico

Mr. Chairman, and members of the House of Representatives: I am Richard Camino, President of the Council on Higher Education for the Commonwealth of Puerto Rico. It is indeed a pleasure for me to be here today and to welcome you and other distinguished guests who are visiting us from Washington.

My brief statement will address some major issues pertaining to the higher education agenda which may be considered by the Congress during the forthcoming reauthorization of the Higher Education Act, and which are of great interest to me as President of Council on Higher Education.

The Council is an independent board consisting of nine members, appointed by the Governor and confirmed with the advice and consent of the Senate of Puerto Rico. Its membership consists of the Secretary of Public Instruction and eight additional persons who represent the public interest in higher education.

In addition to responsibilities pertaining to the Public University System, the Council assumes an important role in accrediting and licensing private higher education institutions throughout Puerto Rico.

With respect to this latter function, the issue of national accrediting agencies should be touched upon briefly. Federal legislation addressing the broad range of issues pertaining to nationally recognized accrediting agencies and associations should stipulate that these entities conduct their functions in light of local goals and priorities, and in collaboration with appropriate state councils or boards having similar responsibilities, and established policies and procedures at the local level.

Members of the Council represent the principal public officials responsible for Puerto Rico's state system of public higher education, and serve as leaders in supporting excellence in higher education programs already operating in Puerto Rico, as well as new programs aimed at reform or fulfilling a demonstrated need. The Council has long had an interest in recognizing the social problems facing Puerto Rico, and reaffirming our commitment to defining the role of the higher education system in providing solutions to these problems, as well as helping young people become more employable through education, and supporting the importance of the federal role in that effort.

It should be stressed however that federal legislation, regulations and support should recognize, and not interfere in, state governance arrangements for higher education. As has been noted in many other forums, the federal government must recognize Puerto Rico's local governance arrangements in operating and managing coherent and efficient systems of postsecondary education programs, and seek to coordinate its support in accordance with our local planning and resource allocation mechanisms, and oversight activities.

Puerto Rico's system of higher education includes nine major accredited postsecondary institutions; as later testimony will illustrate, the four principal institutions and their corresponding enrollments for 1982–83 are as follows: University of Puerto Rico (51,273), Inter American University (37,741), Ana G. Mendez Foundation (15,232), and Catholic University (13,048).

The institutions of higher education in Puerto Rico are generally located throughout the Island, and thus offer geographic access to a great number of students wishing to enroll. Many of these colleges and universities offer liberal arts programs leading to bachelor degrees in a wide variety of under-graduate subjects. Several schools offer graduate and pre-professional degrees in the fields of education, languages, economics, business administration, social work, and natural science areas. Three Schools of Law exist; one of these is part of the Rio Piedras Campus, University of Puerto Rico, the others are institutional units of Inter-American and Catholic Universities. Some institutions also offer two-year associate degrees in technical fields.

By far the largest university in Puerto Rico is the University of Puerto Rico, a non-denominational, non-profit, public University System, with eleven campuses located throughout the Island. One of these units is the Medical Sciences Campus which contains the largest medical school on the Island. The entire public system, as I have previously noted, is legally governed by the Council on Higher Education. This body appoints the President of the University to coordinate and supervise all University tasks, among which is promoting the necessary collaboration to maintain an effective information system to carry out pertinent duties.

In this respect it is essential to recognize that in providing support for nationally directed educational research and data collection, it is important for the Federal government to increase efforts that include data from the campuses of Puerto Rico's public and private universities and colleges as parts of any studies or surveys. Nationwide educational research frequently provides a basis for rating or ranking institutions; this, in addition to other information which is generated, provides a valuable planning tool and a measure of comparison for government officials and local higher education policy makers. We strongly support the inclusion of Puerto Rico's higher education students, institutions or programs in all such comprehensive Federally-supported research studies, not only in terms of creating a national awareness of Puerto Rico's unique educational needs, but also to assist in the identification of policy options to support the Island's academic community which is located from the mainstream networks of continental United States colleges and universities.

As American citizens and members of a Hispanic minority, Puerto Ricans are likely to benefit from the continued support provided by categorical programs aimed at those with critical educational needs, including Title III and the five TRIO Programs authorized by the current Higher Education Act. As you hear testimony from other members of the Island's academic community you will learn that our students are among the neediest. Continued reductions or recissions in appropriated monies leave very little support for our low income youth to obtain the advice and assistance afforded through this type of federal support which provides realistic opportunities to escape cycles of poverty and to achieve the upward mobility afforded by a higher education. Insufficient funding levels, reduced further by set-asides for various sub-groups, does not achieve the goal of promoting improved educational opportunities for Hispanics, the fastest growing minority in the United States. The 1980 Census figures indicate that Hispanics account for 6 percent of the population and 23 percent of the growth in the last five years, indicating that the issue of set-asides for particular Federal programs requires careful examination and commitment to balancing the aid fairly among all minority groups.

Federal student financial aid; particularly Pell Grants, has proven to be extremely valuable in improving opportunities for eliminating the obstacles to the pusuit of a college degree for our college-age population. Institutions currently shoulder the major responsibility for the costs of administering federal student financial aid programs. According to a recently conducted study by Touche Ross & Co., a Washington firm, the Federal Administrative cost allowance paid on campus-based aid programs only supports 7 percent to 60 percent of the actural cost of administering the programs. These costs should be taken into account realistically in paying such allowances. The operating effectiveness of the programs is also severly strained in light of constantly changing federal requirements for determining student eligibility or costs of attendance. Congress needs to instill some consistency and stability in these programs so that they are not subject to enormous and burdensome administrative cost increases, combined with confusing requirements that delay awards to the students or discourage their efforts in seeking assistance. Additionally, policies for computing awards for financial assistance to enable needy students to attend colleges and universitites, should reflect the economic differences and costs associated with a college degree education among various different geographic locations.

One last issue I would like to mention before closing is the importance of Federal resources in complementing local efforts for language instruction. Although English is taught as a regular subject in public and private schools throughout the Island; and at the postsecondary level, English as a Second Language is an important part of the curriculum, Spanish is the Common vernacular, and many youths still experience limited English proficiency. This is particularly true in rural, low-income areas, where there are fewer opportunities to speak and hear the English language. A Puerto Rico Manufacturer's Association study, concluded during this past month, found serious deficiencies in both languages among a significant number of professional employees. The study also found that there is a growing demand for language proficient technical personnel, engineers, operators, and industrial mechanics throughout the Island's manufacturing companies. We believe the problems of language instruction can be mitigated through proposed legislation similar to H.R. 2708, which will provide grants for the improvement of language proficiency at the elementary and secondary levels. Improved language programs should enable students to better compete in the highly technical workplace. As the foreign language measure continues through the legislative process, and on to possible floor action, we look forward to final approval, and to passage of the amendment allowing English to be taught as an instructional component of any grants awarded to Puerto Rico's colleges and universities.

In closing, I appreciate the opportunity to testify before you today. The higher education community in Puerto Rico is eager to work with you in any way we can to broaden the educational opportunities available for Puerto Ricans.

Mr. CORRADA. Dr. Almodovar.

STATEMENT OF ISMAEL ALMODOVAR, PRESIDENT, UNIVERSITY OF PUERTO RICO AND CHAIRMAN OF THE PRESIDENT'S ASSOCIATION

Mr. ALMODOVAR. Good morning, Members of Congress—Chairman Simon, acting Chairman Corrada and Congressman Williams.

My name is is Ismael Almodovar and I am President of the University of Puerto Rico System. It is a great personal privilege to welcome you to our island. I appreciate the opportunity to appear before you today in order to share some views regarding issues of major importance to the public higher education community in Puerto Rico. A longer written statement is attached to this brief executive summary which I am submitting for the official record.

Mr. CORRADA. Without objection, the full text of your testimony will be made part of the record, and you may proceed to summarize it as you wish.

Mr. ALMODOVAR. Thank you.

In order to perceive properly the higher education concerns of the University of Puerto Rico and the existing needs to encourage postsecondary education by expanding or amending Federal programs, I must emphasize the importance of the suggestions given by the Reagan Administration's own National Commission on Excellence, that there is indeed a need for Federal leadership in strengthening our colleges and universities in areas where the States and localities alone cannot. One of these areas includes construction and renovation of university facilities; and thus, we would urge full funding for Title VII, particularly in geographic locations such as Puerto Rico and other areas of the United States where there is demonstrated need.

As a matter of fact, there is a tremendous need for equipment—scientific and engineering equipment. It just came to me that it would be a way for providing equipment through Title VII if we could consider a section there in which renovations would include the equipment that goes into the laboratories. That would also be a way of providing scientific equipment to universities besides those programs which the National Science Foundation may have in that area.

Another area for Federal support would include Title II, TRIO, MISIP and other categorical programs which do so much to meet the needs of Hispanics and Puerto Rico's academic community that frequently finds itself outside the educational mainstream of continental United States colleges and universities.

As I speak to you today, I would like to lend my support to Walter F. Mondale's recently announced strategy for educational excellence, including proposals for helping local institutions assess "their own needs and follow their own paths through a new national Fund for Excellence." The major proposals for complementing higher education's commitment to teacher preparation, research, and mathematics and science initiatives are particularly appealing.

We do not, however, agree with Mr. Mondale's strategy to strengthen the executive order which mandates that Federal departments and agencies direct funds to historically black colleges. Such policies are discriminatory against institutions like ours serving large numbers of minority students. After all, the University of Puerto Rico could also claim to be the most "Historically Hispanic" institution on the island.

I would now like to briefly outline the present structure of the University of Puerto Rico System, its relationship to private colleges and universities, and provide a summary profile of our student body.

The documentation in my prepared written statement will show that an increasingly important responsibility of the higher education community in Puerto Rico has been to raise the skill levels of young people who cannot succeed in the labor market until additional education and training opportunities are provided. Such a commitment is evident in the dramatic growth of postsecondary education enrollment, from close to 47,000 in 1968 to 152,000 in 1983. Enrollment in private colleges and universities has risen sharply, mainly because the State university, the University of Puerto Rico, has not been able to absorb the large number of applicants due to lack of sufficient financial resources, adequate physical facilities, and the need to maintain a balanced student-faculty ratio.

Up to the academic year 1981-82, when an application for admission fee was established, 90 percent of the 32,000 graduates of high school would apply to the University of Puerto Rico for admission. Of these, close to 50 percent actually qualified for admission. Because of financial constraints, the university has been admitting only 80 percent of all qualified applicants.

This current school year, we find that out of a total 19,612 applicants for admission to UPR, 15,378 were public school graduates, and 4,234 comprised private school youth wishing to enroll as freshman students. We admitted 12,103, with 10,319 of these students actually enrolling in the fall of 1982.

As the public system of higher education, the university is by far the largest institution on the island, with 11 campuses located throughout Puerto Rico, and a current head-count enrollment of 51,723 students, composed of 20,951 males and 30,322 females. Approximately 75 percent of all those enrolled at the university currently qualify for some type of Federal financial aid. The principal student aid programs at the university have increased from $38 million in 1980-81 to $48.9 million for the current academic year. Other figures indicated that in this year's entering freshman class of 10,319, almost half come from families having annual incomes of less than $10,000.

Additionally, we find that approximately 68 percent of all current Pell grant recipients have an eligibility index of zero. These numbers indicate that we support the objective to maintain and expand student financial aid so that all low-income college-age students are afforded the opportunities to advance according to their individual talents and educational goals.

I would like now to proceed with a brief description of the University of Puerto Rico's formal and informal relationships with private colleges and universities. As part of the important role of the university as the State system of higher education, the University of Puerto Rico frequently enters into formal agreements or arrangements with private postsecondary institutions involving several important linkages. The public university provides specialized services in specific areas of academic interest and advanced doctoral or professional programs and disciplines. Agreements are also entered into for joint participation in particular programs to provide educational opportunities to more people and avoid proliferation and duplication. This is particularly true of the graduate Resource Center for Science and Engineering, which receives major funding from the National Science Foundation and involves the collaboration of the University of Puerto Rico, Inter American University, the Ana G. Mendez Foundation and Catholic University.

The Association of University Presidents adds another dimension to formal collaboration. This year I am pleased to serve as the President of this fine organization whose membership includes the presidents of major accredited institutions of higher education. This group has organized several valuable workshops for its members on general education issues of mutual interest. Similarly, private institutions are frequently invited to participate in specialized workshops or seminars sponsored by the individual campuses or my own office, as was the case recently during an important series of Academic Departmental Leadership Seminars co-sponsored by the University of Puerto Rico and the American Council on Education with support from the Kellogg Foundation.

Finally, I must mention the importance of the Intercollegiate Athletic Program which does so much to create cordial relationships between the private and public sectors without the problems currently experienced by analogous organizations in the continential United States.

The most important form of informal interaction is evidenced by the large percentage of University of Puerto Rico faculty that has studied or taught within the State system and now provides the private institutions with the benefits of consulting expertise or part-time classroom instruction.

The importance of Federal support for colleges and universities in Puerto Rico can best be described in the following manner. In the case of the State university, the State government provides close to 75 percent of its operating budget. In the continental United States, this figure amounts to less than 50 percent in most cases. In Puerto Rico, the Federal Government provides over 75 percent of the operating budgets of the private higher education institutions through various economic aid programs. In other words, what the Federal Government does for the private universities is the equivalent of what the Puerto Rican Government does for the public State system in Puerto Rico. Consequently, the private institutions on the island could be called Federal universities.

We must ask then in this particular situation, if Federal funds stopped flowing, what would be the resulting effect on private universities and, of course, on higher education in Puerto Rico?

Thank you very much.

Mr. CORRADA. Thank you, Dr. Almodovar.

[The prepared statement of Ismael Almodovar follows:]

EXECUTIVE SUMMARY OF THE PREPARED STATEMENT

Chairman Simon, Congressman Corrada, and other distinguished members of the House Education and Labor Committee and the Congressional Hispanic Caucus: My name is Ismael Almodovar, as President of the University of Puerto Rico it is a great personal privilege to welcome you to our Island. I appreciate the opportunity to appear before you today in order to share some views regarding issues of major importance to the public higher education community in Puerto Rico. A longer written statement is attached to this brief executive summary which I am submitting for the official record.

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We must ask then, in this particular situation, if federal funds stopped flowing, what would be the resulting effect on private universities?

Prepared Statement of Ismael Almodóvar, President, University of Puerto Rico

Chairman Simon, Congressman Corrada, and other distinguished members of the House Education and Labor Committee and the Congressional Hispanic Caucus: my name is Ismael Almodóvar, as President of the University of Puerto Rico it is a great personal privilege to welcome you to our Island, and to state, at the outset, that I appreciate the opportunity to appear before you today, in order to share some views regarding issues of major importance to the public higher education community in Puerto Rico.

We are all aware that the fiscal problems confronting this nation will have a direct bearing on the future reauthorization of the Higher Education Act; and, we are also aware of some fiscal constraints proposed for educational programs under the Administration's financial plan for the fiscal year that begins October 1, 1983. In light of this, and the findings recently released by the National Commission on Excellence in Education,[1] I am sure that the combined efforts of many of you in the Congress will seek to address weaknesses in educational legislation, especially those amendments and laws aimed at reducing or eliminating important educational programs. I think it is extremely important to demonstrate that Puerto Rico has interests similar to the rest of the United States in many areas of concern, including

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[1] The National Commission on Excellence in Education, composed of an 18-member panel of educators, was appointed by President Ronald Reagan in August, 1981, to study the state of American schools and colleges.

IMPROVING MATHEMATICS AND SCIENCE EDUCATION; HOWEVER, AS MANY OF YOU ARE AWARE, WE ALSO HAVE SPECIAL NEEDS WHICH SHOULD BE MENTIONED IN THIS FORUM.

IN ORDER TO PERCEIVE PROPERLY THE HIGHER EDUCATION CONCERNS UNIQUE TO THE ISLAND, MY COMMENTS TODAY WILL ADDRESS THE IMPORTANCE OF FEDERAL RESOURCES IN MEETING THE PARTICULAR INTERESTS OF THE UNIVERSITY OF PUERTO RICO (FIG. 1).

WITHIN THIS CONTEXT, I BELIEVE THAT THE FEDERAL GOVERNMENT MUST ASSUME A STRONG ROLE IN POSTSECONDARY EDUCATION IN THOSE AREAS THAT ARE CLEARLY IN THE NATIONAL INTEREST, PARTICULARLY:

- GUARANTEEING ACCESS FOR INDIVIDUALS TO ATTEND A POSTSECONDARY EDUCATION INSTITUTION WITHOUT REGARD TO INCOME, RACE, NATIONAL ORIGIN, SEX OR HANDICAP;
- PREPARING RESOURCES FOR THE WORKFORCE IN ORDER TO ASSURE AN ADEQUATE LABOR SUPPLY FOR EMERGING HIGH TECHNOLOGY INDUSTRIES; AND FINALLY,
- CONTINUING TO SUPPORT RESEARCH, DEVELOPMENT, AND INNOVATION.

ONLY THROUGH NATIONALLY DIRECTED EFFORTS IN THESE AREAS CAN THE FEDERAL GOVERNMENT ASSURE THAT THE STRENGTH OF ALL SECTORS, PARTICULARLY OUR DEFENSE STRUCTURE, ARE ADEQUATELY MAINTAINED THROUGH MAJOR INVESTMENTS IN HUMAN CAPITAL. LIKE EVERY REGION OF THE UNITED STATES, IT IS IMPORTANT THAT THIS ISLAND'S EDUCATIONAL COMMUNITY BE RECOGNIZED AS A FULL AND EQUAL PARTNER IN ANY DISCUSSIONS OF THE PRINCIPLES LEADING

TO, AND SHAPING, THE NEW FEDERALISM, AND THE RESULTING EFFECTS OF THE ADMINISTRATION'S POLICIES ON HIGHER EDUCATION.

AS I SPEAK TO YOU TODAY, I MUST UNDERSCORE THE MAJOR SOCIO-ECONOMIC PROBLEMS WHICH OUTLINE THE PAST AND PRESENT SITUATION IN PUERTO RICO, AND SERVE TO SUPPORT OUR ARGUMENTS FOR SEEKING HIGHER EDUCATIONAL RESOURCES FOR OUR MINORITY POPULATION.

DURING THE PAST FORTY YEARS, ECONOMIC DEVELOPMENT EFFORTS HAVE PROPELLED PUERTO RICO FROM A SUBSISTENCE-LEVEL AGRICUTURAL ECONOMY TO A MODERN INDUSTRIALIZED SOCIETY. HOWEVER, ALTHOUGH THE PER CAPITA PERSONAL INCOME OF PUERTO RICANS GREW BY 112% BETWEEN 1970 AND 1979, FROM $1,884 TO $2,934, THIS INCREASE IN STILL ONLY 34% OF $9,458, WHICH CONSTITUTES THE NATIONAL AVERAGE (FIG. 2)!

WE ALSO HAVE A SERIOUS POPULATION DENSITY PROBLEM: 900 PERSONS PER SQUARE MILE, OR FIFTEEN TIMES THE NATIONAL AVERAGE! FURTHERMORE, A PAINFUL RECESSION BEGINNING IN THE LATTER PART OF 1979, CONTINUES TO AFFECT THE ISLAND'S UNEMPLOYMENT RATE, WHICH AVERAGED 22.8% IN 1982. AMONG YOUTH, AGED 16 TO 19 YEARS OF AGE, THIS FIGURE WAS EVEN MORE ALARMING, AND STOOD AT OVER 50% FOR THIS SAME PERIOD.[2/]

PAINFUL THOUGH THESE NUMBERS MAY BE, THE CONSENSUS OF ECONOMETRIC MODELS POINTS TO A PROJECTED GROWTH RATE IN 1983; SIGNS OF RECOVERY SHOULD REANIMATE VARIOUS SECTORS, ALTHOUGH THIS PROGRESS WILL NOT DEVELOP QUICKLY. IN PUERTO RICO DURING

2/SOURCE; PUERTO RICO PLANNING BOARD, JANUARY, 1983.

THE LAST THREE MONTHS THE NUMBER OF EMPLOYED WORKERS HAS INCREASED, AND IF THIS IS SUSTAINED, IT CAN HAVE SOME IMPACT ON THE HIGH UNEMPLOYMENT AND POPULATION DENSITY PROBLEMS WHICH HAVE CREATED RIPPLE EFFECTS THROUGHOUT ALL SECTORS, PRIVATE AS WELL AS PUBLIC, DURING THE PAST RECESSION. TRADITIONALLY, EDUCATION HAS BEEN VIEWED AS PARTICULARLY IMPORTANT IN ADDRESSING THESE PROBLEMS. WE BELIEVE THAT IT IS IN OUR SELF-INTEREST, DEFINED BOTH IN ECONOMIC AND HUMAN TERMS, THAT WE MAKE FULL USE OF THE PRODUCTIVE CAPACITY OF OUR HUMAN RESOURCES. IN THAT WE SUFFER FROM A TOTAL DEPENDENCE ON IMPORTED ENERGY SOURCES, AND COUNT ON FEW NATURAL RESOURCES TO SUPPORT 3.2 MILLION PEOPLE, OUR SOCIETY MUST SEEK TO OFFER EACH INDIVIDUAL EDUCATIONAL OPPORTUNITIES THAT WILL PERMIT MAXIMUM SOCIAL AND ECONOMIC WELL-BEING. CONSEQUENTLY, AN INCREASINGLY IMPORTANT RESPONSIBILITY OF THE HIGHER EDUCATION COMMUNITY HAS BEEN TO RAISE THE SKILL LEVELS OF YOUNG PEOPLE WHO CANNOT SUCCEED IN THE LABOR MARKET UNTIL ADDITIONAL EDUCATION AND TRAINING BROADENS EMPLOYMENT OPPORTUNITIES.

IT IS SPECIFICALLY THIS POLICY THAT HAS CONTRIBUTED TO THE DRAMATIC RISE IN PUBLIC AND PRIVATE HIGHER EDUCATION ENROLLMENT, FROM 47,308 IN 1968 TO 151,893 IN 1983.[3/] FIGURE 3 SHOWS THAT CURRENT ENROLLMENT AT MAJOR ACCREDITED INSTITUTIONS OF HIGHER EDUCATION REACHED 137,832 DURING 1983. CONTINUING INCREASES IN ENROLLMENTS HAVE ALSO BEEN SPURRED BY FEDERAL ASSISTANCE AND VETERANS BENEFITS, AS WELL AS THE OPPORTUNITY FOR HIGHER SALARIES, AND THE POSITIVE SOCIAL VALUE ASCRIBED TO A UNIVERSITY

3/SOURCE: COUNCIL OF HIGHER EDUCATION

DEGREE. OTHER STATISTICS MAY BE CITED DEMONSTRATING THAT IN 1976 THE ENROLLMENT IN PRIVATE COLLEGES AND UNIVERSITIES SURPASSED THAT OF THE PUBLIC UNIVERSITY SYSTEM FOR THE FIRST TIME. THE UNIVERSITY OF PUERTO RICO WAS NOT ABLE TO ACCOMODATE INCREASED ENROLLMENTS GIVEN THE LACK OF RESOURCES FOR ADEQUATE FACILITIES, EQUIPMENT, AND THE NEED TO ACHIEVE A BALANCED STUDENT-FACULTY RATIO (FIG. 4). IMAGINE ALSO THE CONSTRAINTS AND PROBLEMS FACED BY PRIVATE INSTITUTIONS IN ORDER TO MEET THE DEMANDS OF SUDDEN GROWTH IN ENROLLMENTS! BOTH SYSTEMS, PUBLIC AND PRIVATE, HAVE FACED PROBLEMS OF OVERCROWDED CLASSROOMS AND STUDENT FACILITIES, INADEQUATE LIBRARIES, THE SERIOUS NEED FOR SPANISH LANGUAGE TEXTS, AND HEAVY CLASS AND STUDENT LOADS FOR FACULTY.

THE POINT I'M MAKING, WITHOUT QUOTING ENDLESS TABLES OF STATISTICS, IS THAT THE HIGHER EDUCATION SECTOR IN PUERTO RICO IS VERY MUCH IN THE DEVELOPMENTAL STAGE, IN TERMS OF LACKING INFRASTRUCTURAL SUPPORT, AND THE NEED TO READAPT CURRICULUM AND FACILITIES TO PREPARE STUDENTS FOR HIGH TECHNOLOGY, ANALYTIC SKILLS, AND MODERN MANAGEMENT EMPLOYMENT OPPORTUNITIES. THIS SITUATION SUGGESTS A SUMMARY EXAMINATION OF THE FUNDING LEVELS AND PROGRAM PRIORITIES PROPOSED BY THE ADMIMINSTRATION, OR UNDER CONSIDERATION BY THE CONGRESS FOR FEDERAL FISCAL YEAR 1984. I WOULD LIKE TO PRESENT SOME OF MY THINKING TO YOU, SINCE YOU WILL BE EXAMINING THESE AND OTHER ISSUES DURING THE FORTHCOMING SESSIONS OF THE 98TH CONGRESS.

WE ARE DEEPLY DISTRESSED TO LEARN OF THE CONTINUING RESTRICTIONS PROPOSED FOR FEDERAL STUDENT ASSISTANCE PROGRAMS, BY changing Pell Grants, Supplemental Grants (SEOG) and State Student Incentive Grants (SSIG), in favor of the "self-help" grant program. To obtain these grants, students would have to pay at least 40 percent of their education bill, after families contribute their expected share, but before they could get Federal aid. Students could meet the "self-help" requirement through earnings from the College-Work Study Program. Should these proposals pass, we would see many students unable to continue their college education for economic reasons, based on the fact that approximately 68% of students receiving Pell Grants (within the Public University System) have an eligibility index of zero, any question of higher family contributions represents an unbearable burden. We must also consider that youth unemployment is high, that it is difficult for the labor market to absorb new entrants, and that in Puerto Rico over 75% of all public University students currently qualify for some type of aid. Figure 5, shows the growth of financial aid within the University of Puerto Rico System. We can see that self-help proposals would severely limit the ability of our youth to continue in, or obtain access to, a postsecondary educational institution.

It is important to continue to speak of Pell Grant assistance in financing a college education for our students and their families. At the University of Puerto Rico for instance, for purposes of the Pell Grant, cost of attendance, including tuition, is estimated at approximately $2,125.00. Under

PRESENT PELL GRANT POLICIES A MAXIMUM AWARD IS LIMITED TO 50% PERCENT OF THE COST OF EDUCATION OR $1,800 WHICHEVER IS LOWER. THE TRULY NEEDY STUDENT AT UNIVERSITY OF PUERTO RICO CANNOT BE AWARDED MORE THAN $1,063 UNDER EXISTING LAW. BY RAISING THE MAXIMUM AWARD UNDER CURRENT LAW, THE PERCENTAGE OF COST WOULD ALSO BE RAISED, THUS EASING THIS UNFAIR LIMITATION SOMEWHAT.

LIKEWISE, WE WOULD ALSO PROPOSE AN UPWARD ADJUSTMENT IN DETERMINING COST-OF-ATTENDANCE PROVISIONS FOR ROOM AND BOARD, TRANSPORTATION, TEXTBOOKS, AND OTHER RELATED EXPENSES WHICH ARE CURRENTLY LIMITED TO $1,500. TRUE COST-OF-ATTENDANCE FOR OUR STUDENTS, EXCLUDING TUITION, IS CLOSER TO $2,180. THUS THERE IS A GAP OF $680 FOR PELL GRANT RECIPIENTS WHICH THE STUDENT MUST MAKE-UP SOMEHOW; IF WE ADD THE TUITION COST OF $625 TO THIS FIGURE, THE INEQUITABLE AID PACKAGING SITUATION BECOMES MORE EVIDENT AND REFLECTS A CRITICAL NEED FOR REVISION (FIG. 6).

ANOTHER TOPIC OF INTEREST TO US PERTAINS TO THE PROPOSALS FOR NEW SCIENCE AND MATHEMATICS INITIATIVES. WE SUPPORT LEGISLATION TO UPGRADE SCIENCE AND MATHEMATICS INSTRUCTION SINCE IT IS IMPORTANT FOR EDUCATIONAL INSTITUTIONS TO MEET THE LABOR FORCE NEEDS OF NEW HIGH TECHNOLOGY INDUSTRIES. IN PUERTO RICO, THE ELECTRONIC COMPUTING EQUIPMENT AND RELATED PRODUCTS INDUSTRY HAS REGISTERED A 123.5% INCREASE IN TOTAL NUMBER OF WORKERS EMPLOYED BETWEEN 1977 AND 1981; ACCORDINGLY, OPPORTUNITIES FOR EDUCATION AND TRAINING SHOULD BE AVAILABLE TO SUPPORT ONE OF THE FASTEST GROWING ECONOMIC SECTORS OF THE ISLAND.

Several factors should be taken into account in designing new legislation to upgrade educational programs in this area, including emphasis on: assuring that qualified scientists and engineers shall conduct training, assuring that teacher in-service or preservice training provides college credits, promoting the necessary leadership of colleges and universities in assessing local training needs and designing training programs. Finally, we must emphasize the importance of providing adequate funds for instructional equipment and facilities.

The crisis in science education cannot be solved through one program approach, or a single piece of legislation. As the Reverend William J. Byron, President of Catholic University, recently explained in testimony before the House Education and Labor Committee, the Federal Role in addressing this problem requires the participation of both the U.S. Department of Education and the National Science Foundation (NSF). We support the Reverend Byron's testimony, delivered on behalf of 18 higher education associations, which suggests that grant programs administered by the U.S. Department of Education in this area, should focus on: linkages between colleges, universities and public and private elementary schools; and research to support improved instructional programs. The programs suggested for NSF Administration would provide incentives and resources for upgrading teaching faculty; as well as equipment, curriculum development resources, and facilities to complement the Department of Education effort. We urge you

TO SERIOUSLY CONSIDER THESE RECOMMENDATIONS AS PART OF A FEASIBLE PLAN TO REINFORCE THE CAPABALITIES OF THE SCIENTIFIC EDUCATION SYSTEM.

ANOTHER ITEM I WISH TO DISCUSS WITH YOU TODAY, IS THE IMPORTANCE OF TITLE III, INSTITUTIONAL AID PROGRAMS, TO OUR SMALLER COLLEGES AND UNIVERSITIES. THE PUBLIC UNIVERSITY SYSTEM INCLUDES SIX SMALL REGIONAL CAMPUSES, OF WHICH FIVE CURRENTLY PARTICIPATE IN, OR ARE AWAITING FUNDING DECISIONS FOR TITLE III PROPOSALS. MOST OF THESE INSTITUTIONS HAVE BEEN ESTABLISHED WITHIN THE PAST TEN YEARS, AND ARE EXPERIENCING GREATER DEMANDS AND PRESSURE FROM THE COMMUNITIES THEY SERVE. THE MAJORITY OF STUDENTS ENROLLING AT OUR SMALLER REGIONAL COLLEGE CAMPUSES ARE LOW-INCOME, DISADVANTAGED RURAL YOUTHS, WHO GRADUATED FROM THE PUBLIC SCHOOL SYSTEM. FREQUENTLY THESE YOUTH MUST RECEIVE TUTORIAL OR REMEDIAL TRAINING TO PURSUE COLLEGE-LEVEL STUDIES, PARTICULARLY IN LANGUAGE SKILLS.

MORE RESOURCES ARE NEEDED FOR TITLE III. THE ADMINISTRATION'S EMPHASIS ON INCREASING THE CLAIMS OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES TO FEDERALLY SPONSORED MINORITY PROGRAMS GOES BEYOND THE REFERENCES INCORPORATED IN THE CURRENT TITLE III LEGISLATION. EXECUTIVE ORDER NO. 12320 URGES FEDERAL AGENCIES TO STRENGTHEN THE CAPACITIES OF HISTORICALLY BLACK COLLEGES AND UNIVERSITIES, HOWEVER, WE MUST QUESTION WHETHER THIS POLICY TRULY REFLECTS THE PROVISION OF EQUAL OPPORTUNITIES FOR FEDERAL EDUCATION SUPPORT TO OUR INSTITUTIONAL UNITS. IN FIGURE 7 WE HAVE INCLUDED A

COPY OF A RECENT LETTER SENT TO THE HONORABLE BALTASAR CORRADA, THE RESIDENT COMMISSIONER FROM PUERTO RICO, WHEREIN DR. ALEXANDER MORIN OF THE NATIONAL SCIENCE FOUNDATION IS USING EXECUTIVE ORDER NO. 12320 AS A BASIS FOR ACCEPTING ONLY ONE GRANT FOR REVIEW PURPOSES FROM OUR ENTIRE UNIVERSITY SYSTEM, DURING THE FUNDING CYCLE FOR THE RESEARCH IMPROVEMENT IN MINORITY INSTITUTIONS (RIMI) PROGRAM. SIGNIFICANTLY, SUCH FEDERAL ACTION NOT ONLY DISCRIMINATES AGAINST NON-HISTORICAL HIGHER EDUCATION INSTITUTIONS HAVING LARGE NUMBERS OF BLACK STUDENTS, BUT ALSO AGAINST THOSE WITH LARGE ENROLLMENTS OF SPANISH-SPEAKING STUDENTS AS IS THE CASE, IN THE UNIVERSITY OF PUERTO RICO'S CAMPUSES. NATIONAL POLICY SHOULD REFLECT THE SIGNIFICANCE OF THE RESULTS OF THE 1980 CENSUS, INDICATING THAT HISPANICS WILL SOON CONSTITUTE THE LARGEST MINORITY IN THE NATION, FACING INCREASING NEEDS FOR DIFFERENT TYPES OF HIGHER EDUCATION AID.

TITLE III FUNDING THAT IS VITAL TOWARDS IMPROVING THE QUALITY OF EDUCATION IS ALSO CURRENTLY ALLOCATED ON THE BASIS OF ELIGIBILITY FACTORS EMPHASIZING "AVERAGE PELL" AND "AVERAGE STUDENT AID" AWARDS, BOTH CRITERIA WHICH DISCRIMINATE AGAINST OUR INSTITUTIONAL UNITS WITH LOW TUITION AND FEES AND MANY STUDENTS LIVING OFF-CAMPUS. AS WAS MENTIONED ELSEWHERE IN THIS STATEMENT, THESE AVERAGES SHOULD BE CHANGED. ALREADY COMPETITION FOR TITLE III FUNDS IS EXTREME, BOTH WITHIN PUERTO RICO AND IN THE CONTINENTAL UNITED STATES. THE ISSUES OF VARIOUS SET-ASIDES AND INEQUITABLE DISTRIBUTION OR ELIGIBILITY CRITERIA SUGGEST THE NEED FOR LEGISLATIVE CHANGES AND SIMPLIFICATION.

Our higher education institutions currently use these monies for program improvement and to establish frameworks to support future development. A few examples of these efforts, as described in Title III proposals, or ongoing projects at some of our institutional units, deserve mention:

- At the Ponce Technological University College, Title III supports practical skill improvement and science training in chemistry, biology, and physics.
- Arecibo Technological University College is strengthening career counseling and training services; developing programmed instructional modules for faculty improvement and higher student achievement; and strengthening the management capabilities of low and mid-level administrative staff.
- Cayey University College proposes to utilize Title III support for English and Spanish language skill improvement; Special Education, and an Academic Resource Center, as well as strengthening institutional planning and research activities.
- La Montaña Regional College, in Utuado, proposes to develop a long-range plan which will lead to the assessment of priority programs for future development.

- Humacao University College's Title III Resources assist in strengthening Managerial Systems, Counseling Services, and the Industrial Chemistry Program; as well as promoting necessary development projects and activities.
- Aguadilla Regional College has chosen to strengthen the Associate Degree Program in Business Computer Programming, improve fiscal management through systems analysis and automatic data processing, implement a remedial Spanish Communications Skills Program, and effect changes in the first year English course, as well as offer special assistance to high risk students.

I have given these examples because it is critical to understand that these activities would not be possible without Title III funds, since the greater portion of our annual budgets are committed to basic operations. It becomes increasingly frustrating for these smaller, developing institutions to respond to the existing demands of technology with decreased Federal resources, little "state of the art" equipment, and few programs in high technology fields to address labor market demands. An additional action we would like to see pertains to changes in Part C, to allow a percentage of funds for financially needy colleges to use Title III Challenge Grants for the purposes of building endowments. This also indicates that the program's funding level and authorization ceiling should be raised to allow for the broadened allowable activities.

Another urgent problem faced by the institutional units comprising the University System is inadequate physical plants. In March of 1978 I presented testimony before Congressman William Ford during an oversight hearing on facility construction needs held here in San Juan. Then as now the nature and extent of construction or renovation requirements are critical. In Figures 8 and 9, attached to the written text of this statement, we have included an inventory of approved systemwide capital improvement projects, demonstrating that the existing physical facilities of our classrooms, laboratories and campus support services are severely strained. This however does not include all existing construction and improvement needs for 1983-87, estimated at a total of $81 million; the actual approved amount of $51 million falls short of actual needs assessments in this area. In some cases the need for expansion or renovation may even affect accreditation status.

Beyond immediate priorities to meet the most critical construction and renovation requirements, few resources remain to meet the demands for up-to-date instrumentation and research facilities. We therefore urge full funding for legislative proposals that allow construction and renovation of university facilities, without limiting their scope solely to energy efficiency, dormitories or access for the handicapped. Such proposals should also allow colleges and universities to upgrade library, research and scientific classroom facilities and equipment to support state-of-the-art technology and an

INNOVATIVE LEARNING ENVIRONMENT. EMPLOYMENT-GENERATING PROJECTS, SUCH AS PUBLIC WORKS PROGRAMS, CAN ALSO SUPPORT COLLEGE AND UNIVERSITY CONSTRUCTION, RECONSTRUCTION, AND RENOVATION PROJECTS BY TARGETING SECTIONS OF THE LEGISLATION TO ADDRESS THIS PROBLEM. MORE IMPORTANTLY, TITLE VII OF THE HIGHER EDUCATION ACT, SPECIFICALLY ADDRESSES EFFORTS TO ASSIST HIGHER EDUCATION IN REBUILDING THE INFRASTRUCTURE OF COLLEGE CAMPUSES, AND AS SUCH, IT SHOULD BE REACTIVATED AND FULLY FUNDED TO MEET THE PURPOSES OF THE STATUTE ESPECIALLY FOR THOSE REGIONS OF THE COUNTRY LIKE PUERTO RICO WHERE THERE IS DEMONSTRATED NEED.

WHAT OF OUR LARGER CAMPUSES, AND CONCERNS FOR PROMOTING RESEARCH AND DEVELOPMENT? WE ARE PLEASED TO LEARN THAT THE ADMINISTRATION IS SEEKING INCREASES FOR BASIC RESEARCH IN THE PHYSICAL SCIENCES AND ENGINEERING. HOWEVER, A WORD OF CAUTION IS IN ORDER. IN TODAY'S WORLD RESEARCH FUNDING IS EXTREMELY COMPETITIVE, AND FREQUENTLY SCHOOLS WITH THE BEST LABORATORIES, AND A WELL ESTABLISHED RESEARCH RECORD TEND TO MAINTAIN A STEADY FLOW OF FEDERAL SUPPORT, WHILE DEVELOPING INSTITUTIONS SUFFER. WITHOUT AN INITIAL EXTERNAL BOOST TO ATTRACT SCIENTIFIC RESEARCH STAFF, OR ADEQUATELY EQUIP LABORATORIES, OUR INSTITUTIONS HAVE A DIFFICULT TIME OBTAINING RESEARCH SUPPORT FROM EXISTING STATE APPROPRIATIONS.

WE WOULD LIKE TO SEE SOME DEGREE OF ASSURED STABILITY IN BASIC RESEARCH FUNDS AVAILABLE FOR PUERTO RICO'S HIGHER EDUCATION INSTITUTIONS, INCLUDING POTENTIAL STRATEGIES FOR INCLUDING THIS ISLAND'S SCIENTIFIC COMMUNITY IN BASIC RESEARCH CONDUCTED UNDER GOVERNMENT CONTRACT AGREEMENTS. SOME campuses of the University of Puerto Rico have an adequate framework from which to strengthen and develop energy, life sciences, physical and engineering-related research and training programs which can serve as a model in the Caribbean.

The Mayaguez Campus, on the western coast, houses a School of Engineering and Agricultural Sciences, including the Agricultural Experimental Station, the Engineering Research Center, and the Marine Sciences Research Laboratory, among other specialized units.

The Río Piedras Campus, the largest of the three main campuses of the University System, has several research centers within the colleges of Humanities, Social Sciences, Business Administration and Education. Also, the College of Natural Sciences actively encourages faculty research and competition for external funds.

This College operates one of three Graduate Resource Center's for Science and Engineering in the United States, under the auspices of the National Science Foundation and the University of Puerto Rico. Through this important program in the last 3 years we have been able to promote research as an integral teaching component within our secondary schools through specialized teacher training and summer programs for high school youth, conducted in collaboration with University faculty and students. The Center has also been instrumental in developing new doctoral and master's programs in Chemical-Physics, Biology, and Industrial Engineering, respectively; as well as launching cooperative programs between industry, MAINLAND UNIVERSITIES AND THE CENTER'S FACULTY AND GRADUATE STUDENTS, FOCUSING ON SPECIALIZED RESEARCH AND STUDIES.

IN THAT THE ORIGINAL NATIONAL SCIENCE FOUNDATION GRANT FOR THE CENTER EXPIRES IN THE FALL OF 1984, WE ARE PLEDGED TO CONTINUE SUPPORT WITH LOCAL FUNDS, AND SEEKING OTHER PRIVATE AND PUBLIC SOURCES FOR STABLE FUNDING. MATHEMATICS AND SCIENCE MEASURES APPROVED BY THE CONGRESS FOR FISCAL YEAR 1984 WOULD SERVE TO BOLSTER THE CENTER'S ACTIVITIES, PARTICULARLY THE AREA OF STAFF DEVELOPMENT FOR SHORTAGE OCCUPATIONS IN THE SCIENCES AND ENGINEERING FIELDS.

THE MEDICAL SCIENCES CAMPUS ALSO REPRESENTS ANOTHER INSTITUTION OF THE UNIVERSITY SYSTEM WHICH IS AN IMPORTANT CORNERSTONE FOR FUNDAMENTAL LIFE SCIENCES RESEARCH. DURING THE PAST YEAR THIS CAMPUS SUCCEEDED IN PUBLISHING THE FIRST TWO VOLUMES OF THE PUERTO RICO HEALTH SCIENCES JOURNAL. THIS PERIODICAL, MADE POSSIBLE BY PRIVATE SECTOR SUPPORT, WILL DO MUCH TO DISSEMINATE THE IDEAS AND PRODUCTS OF PUERTO RICO'S SCIENTIFIC COMMUNITY THROUGHOUT THE NATION.

AS A FINAL EXAMPLE OF THE UNIVERSITY'S COMMITMENT TO RESEARCH, ONE MUST MENTION THE UNIVERSITY OF PUERTO RICO CENTER FOR ENERGY AND ENVIRONMENT RESEARCH WHICH HAS RECEIVED SUPPORT FROM THE U.S. DEPARTMENT OF ENERGY FOR SEVERAL DECADES. THIS CENTER COMPRISES AN IMPORTANT INVESTMENT FOR PUERTO RICO GIVEN THE POTENTIAL BENEFITS OF EXPLORING ALTERNATIVE SOURCES OF ENERGY, INCLUDING BIOMASS, SOLAR, AND OCEAN THERMAL ENERGY.

NO STATEMENT PERTAINING TO THE FEDERAL GOVERNMENT'S ROLE IN AIDING THE DEVELOPMENTAL NEEDS OF PUERTO RICO'S HIGHER

EDUCATION SECTOR, CAN BE COMPLETE WITHOUT MENTIONING OUR SUPPORT FOR H.R. 2708, FOCUSED ON PROMOTING FOREIGN LANGUAGE PROFICIENCY. I WISH TO EMPHASIZE THE IMPORTANCE OF PROVIDING PRODUCTIVE OPPORTUNITIES FOR PUERTO RICO'S YOUTH TO BENEFIT FROM SUCH LEGISLATION, AND TO ENSURE STATELIKE TREATMENT FOR THE ISLAND UNDER NEW PROGRAMS IN THIS AREA. IN CONSIDERING THE ISSUE OF ALLOWABLE LANGUAGES FOR AMERICANS TO LEARN UNDER THIS LEGISLATION, WE DIRECT OURSELVES TO THE IMPORTANCE FOR OUR STUDENTS OF LEARNING ENGLISH. SINCE SPANISH IS THE VERNACULAR, AND THE MOST WIDELY USED LANGUAGE OF INSTRUCTION IN PUERTO RICO, CONGRESSIONAL LEGISLATION PROPOSING LANGUAGE PROFICIENCY SHOULD ALLOW OUR STUDENTS, WHOSE "USUAL LANGUAGE" IS NOT ENGLISH, TO OVERCOME THIS LANGUAGE BARRIER. SPECIFICALLY, SUCH LEGISLATION SHOULD ALLOW ENGLISH TO BE TAUGHT AS AN INTEGRAL PART OF GRANTS MADE TO PUERTO RICO'S HIGH EDUCATION INSTITUTIONS TO STRENGTHEN AND IMPROVE ENGLISH LANGUAGE LEARNING THROUGHOUT THE ISLAND.

ALTHOUGH SPANISH IS PART OF OUR RICH CULTURAL HERITAGE, ENGLISH LANGUAGE PROFICIENCY IS IMPORTANT IN STRENGTHENING OUR BONDS TO THE ENGLISH-SPEAKING MAINLAND. FUNDAMENTAL TO FUTURE RELATIONSHIPS WITH OUR MAINLAND COLLEAGUES, SHOULD ALSO BE THE RECOGNITION THAT PUERTO RICO PROVIDES A UNIQUE AND FAVORABLE ENVIRONMENT FOR LEARNING SPANISH. THUS WE WOULD ALSO URGE THAT POLICYMAKERS MAY WISH TO CONSIDER THE POTENTIAL BENEFITS OF LOCATING SPECIAL SPANISH LANGUAGE INSTRUCTIONAL CENTERS OR PROGRAMS IN PUERTO RICO TO ASSIST MAINLANDERS WISHING TO ACHIEVE SPANISH PROFICIENCY. IN THIS

RESPECT, THE AMERICAN COUNCIL ON EDUCATION IS INTERESTED IN COORDINATING A PROGRAM THAT WOULD BRING TO THE ISLAND LARGE NUMBERS OF UNIVERSITY STUDENTS FROM DIFFERENT INSTITUTIONS IN THE UNITED STATES DURING SUMMER PERIODS IN ORDER TO LEARN SPANISH.

IN CLOSING, I URGE YOU ONCE AGAIN TO CONSIDER INCLUDING PUERTO RICO AS AN EQUAL PARTNER IN DISCUSSIONS, NEGOTIATIONS AND DECISIONS REGARDING FEDERAL SUPPORT FOR EDUCATION. OUR HIGHER EDUCATION INSTITUTIONS SERVE A 100% MINORITY POPULATION OF AMERICAN CITIZENS HAVING THE POTENTIAL TO CONTRIBUTE POSITIVELY TO THE BALANCED GROWTH OF THE NATION AND THE ENVIRONMENTAL SOUNDNESS AND STABILITY OF THE CARIBBEAN REGION.

THANK YOU FOR THE OPPORTUNITY TO EXPRESS MY IDEAS, AND TO PRESENT THESE CONCERNS TO YOU.

IN ORDER TO DOCUMENT SOME OF THE INFORMATION I HAVE REFERRED TO THIS MORNING, WE HAVE PREPARED SOME TABLES AND DIAGRAMS WHICH ARE INCLUDED AS APPENDICES FOR THE WRITTEN RECORD. I LOOK FORWARD TO DISCUSSING SOME OF THESE MATTERS WITH YOU PERSONALLY DURING YOUR STAY IN PUERTO RICO.

APPENDICES

Commonwealth of Puerto Rico University System, 1983 1

Per Capita Personal Income Growth, South and United States 1970-80 2

Enrollment of Major Accredited Institutions of Higher Education in Puerto Rico, 1982-83 3

University of Puerto Rico Enrollment: 1976-83 4

University of Puerto Rico: Federal Financial Aid Programs; 1980-83 5

University of Puerto Rico Undergraduate Pell Grant Recipients: Annual Cost of Attendance Estimates 6

Letter Expressing support for Executive Order No. 12320 7

University of Puerto Rico: Overview of Total Estimated Capital Improvement Projects (1982-83 through 1986-87) 8

University of Puerto Rico: Inventory of Capital Improvement Projects, two year Summary Projections by Institutional Unit (1982-84) 9 (a)-(e)

COMMONWEALTH OF PUERTO RICO UNIVERSITY SYSTEM

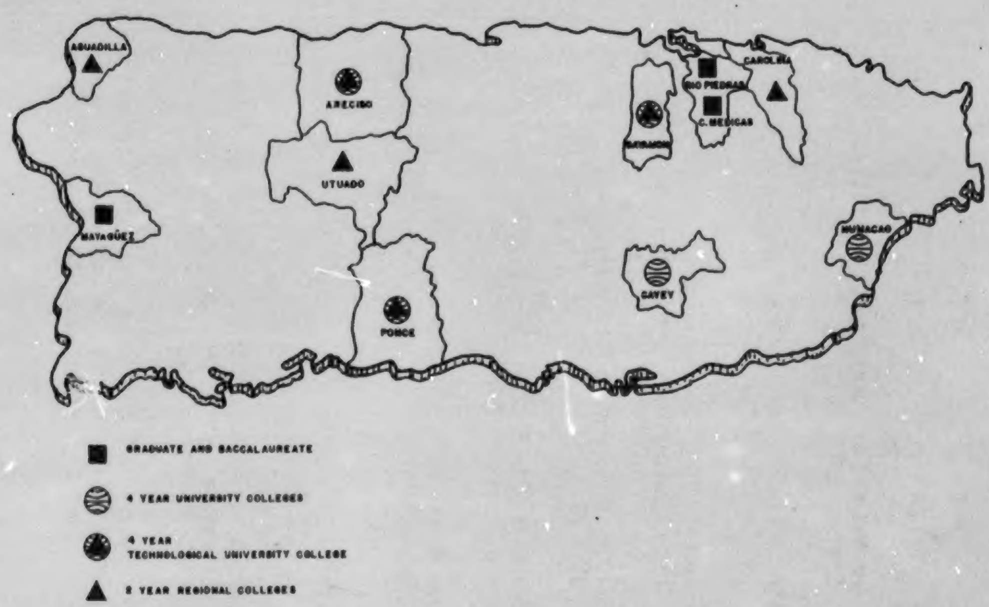

AGUADILLA
ARECIBO
UTUADO
MAYAGÜEZ
PONCE
BAYAMON
RIO PIEDRAS
C. MEDICAS
CAROLINA
CAYEY
HUMACAO
GRADUATE AND BACCALAUREATE
4 YEAR UNIVERSITY COLLEGES
4 YEAR TECHNOLOGICAL UNIVERSITY COLLEGE
2 YEAR REGIONAL COLLEGES

Figure 41

PER CAPITA PERSONAL INCOME GROWTH
SOUTH AND U.S.
1970 - 1980

State	1970	1980	Percent Increase	Percent of U.S. Average[a]
ALABAMA	$2,892	$7,484	158.7%	79%
ARKANSAS	2,791	7,180	157.2	76
FLORIDA	3,698	8,987	143.0	95
GEORGIA	3,300	8,000	142.4	85
KENTUCKY	3,076	7,718	150.9	82
LOUISIANA	3,023	8,282	173.9	88
MISSISSIPPI	2,547	6,508	155.5	69
NORTH CAROLINA	3,200	7,852	145.3	83
OKLAHOMA	3,341	9,081	171.8	96
SOUTH CAROLINA	2,951	7,519	154.7	79
TENNESSEE	3,079	7,786	152.8	82
TEXAS	3,507	9,513	171.2	101
VIRGINIA	3,677	9,435	156.5	100
WEST VIRGINIA	3,038	7,831	157.7	83
U.S. AVERAGE	3,893	9,458	142.9	100
SOUTH AVERAGE	3,272	8,443	158.8	89
PUERTO RICO	1,884	2,934[b]	112.0[b]	34[b]

a/Base on U.S. Average of $9,458

b/1979

Source: U.S. Department of Commerce, Bureau of Economic Analysis "1980 State Per Capita Personal Income", May 3, 1981.

Figure 2

ENROLLMENT OF MAJOR ACCREDITED INSTITUTIONS OF HIGHER EDUCATION IN PUERTO RICO, - 1982-83

(Headcount)

University of Puerto Rico	51,273
Interamerican University	37,741
Catholic University	13,048
Ana G. Méndez Educational Foundation	15,232
University of the Sacred Heart	7,275
Central University of Bayamón	1,724
American College of Puerto Rico	3,518
Caribbean University College	2,694
World University	5,327
	137,832

Source: Council of Higher Education

Figure 3

UNIVERSITY OF PUERTO RICO
ENROLLMENT FOR ACADEMIC YEARS 1976-83
(Headcount)

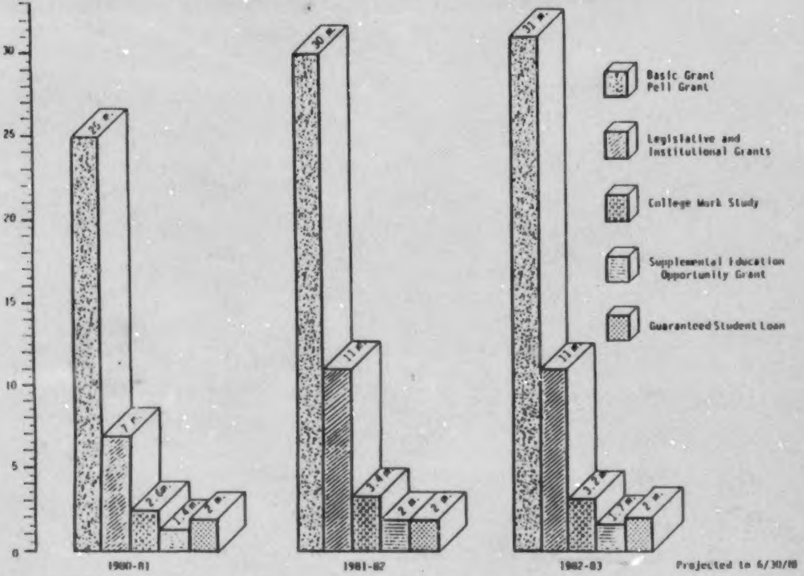
	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Río Piedras Campus	24,216	23,846	23,531	22,816	23,373	21,267	19,755
Mayaguez Campus	9,130	8,767	8,899	8,339	8,808	9,238	9,243
Medical Sciences Campus	2,120	2,835	2,583	2,476	2,571	2,625	3,137
Cayey University College	2,351	2,601	2,601	2,695	2,836	3,155	3,319
Humacao University College	3,233	3,343	3,277	3,868	3,693	3,307	3,134
Bayamón Technological University College	2,793	2,879	3,136	3,963	3,967	3,908	4,444
Arecibo Regional College	2,369	2,359	2,422	2,467	2,683	2,821	3,256
Ponce Technological University College	1,922	1,622	1,523	1,515	1,651	1,565	1,745
Aguadilla Regional College	1,005	1,036	1,133	1,045	1,067	1,160	1,257
Carolina Regional College	1,086	1,204	1,203	1,458	1,614	1,644	1,476
La Montaña Regional College (Utuado)*	-	-	-	195	417	469	507
TOTAL	50,225	50,492	50,308	50,837	52,703	51,159	51,273

Source: University of Puerto Rico, Office of Management Information Systems, Central Administration

*Founded in 1979

Figure 4

STUDENT FINANCIAL AID PROGRAMS
AT THE UNIVERSITY OF PUERTO RICO



TOTALS: $38 Million $48.4 Million $48.9 Million

Source: University of Puerto Rico
Office of Financial Aid
Central Administration

-00(45

Figure 5

UNIVERSITY OF PUERTO RICO UNDERGRADUATE PELL GRANT RECIPIENTS: ANNUAL COST OF ATTENDANCE ESTIMATES, 1982-83

Tuition and related expenses[a]	$625.00
Tuition	(450.00)
Fees (laboratory and other)	(140.00)
Medical Services	(35.00)
Textbooks and learning materials	170.00
Room and board[b]	1,500.00
Meals	(800.00)
Housing	(700.00)
Transportation (variable)[c]	360.00
Other (Misc. expenses)	150.00
TOTAL	$ 2,805.00[d]

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[a] Based on 15 credits per semester, at $15.00 per credit.

[b] Based on standard budgets and averages for the public University System and propietary schools throughout Puerto Rico.

[c] Assumes expenses averaging $2.00 per day for 180 days.

[d] Excluding tuition and fees, cost of attendance is $2,180.00

Figure 6

NATIONAL SCIENCE FOUNDATION
WASHINGTON D.C. 20550

Division of Research Initiation
and Improvement

April 21, 1983

Honorable Baltasar Corrada
House of Representatives
Washington, D.C. 20515

Dear Mr. Corrada:

Thank you for your letter of 5 April to Dr. Knapp about the eligibility of the University of Puerto Rico for awards in the Foundation's program for Research Improvement in Minority Institutions (RIMI).

As you know, the University of Puerto Rico is indeed eligible to participate in this program, and in fact received an award last year. However, we have limited them (and all other university systems) to one submission to the program each year for the reasons indicated in the enclosed copy of Mr. Richard Green's letter of 8 April to Dr. Ismael Almodovar. In brief, this limitation serves two purposes: (1) it permits us to place primary emphasis on our obligations to support historically black colleges and universities in response to the President's Executive Order 12320, which was the basis for the RIMI program, and (2) it permits us to distribute the limited resources available for this program with greater equity and diversity among the wide range of eligible institutions. We believe the restriction is justified by these considerations.

Please let me know if you require any additional information in this matter. We appreciate your interest in the Foundation and its work.

Yours very truly,

Alexander J. Morin
Director

Attachment

FIGURE 7

UNIVERSITY OF PUERTO RICO
OVERVIEW OF TOTAL ESTIMATED CAPITAL IMPROVEMENT PROJECTS
(Fiscal Years 1982-83 through 1986-87)
(In Thousands of dollars)

Institutional Unit	1982-83	1983-84	1984-85	1985-86	1986-87	TOTAL 1983-1987
Río Piedras Campus	2,500	1,700	1,200	1,350	1,200	7,950
Mayaguez Campus	1,000	1,700	2,025	1,550	900	7,175
Medical Sciences Campus	850	1,100	990	725	700	4,365
Cayey University College	1,800	1,500	600	900	300	5,100
Humacao University College	1,048	1,900	1,500	1,200	400	6,048
Regional College System	3,365	4,335	3,175	4,357	2,765	17,997
Administration of Regional Colleges	(50)	(80)	(20)	(50)	(50)	(250)
Aguadilla Regional College	(60)	(400)	(50)	(75)	(50)	(635)
Arecibo Technological Univ. College	(50)	(325)	(85)	(267)	(0)	(727)
Bayamón Technological Univ. College	(130)	(350)	(425)	(400)	(50)	(1,355)
Carolina Regional College	(2,010)	(2,000)	(1,500)	(2,500)	(1,500)	(9,510)
Ponce Technological Univ. College	(65)	(180)	(95)	(65)	(65)	(470)
La Montaña Regional College	(1,000)	(1,000)	(1,000)	(1,000)	(1,050)	(5,050)
Central Administration and Botanical Garden	37	125	850	335	135	1,472
Reserve	-	240	260	183	200	893
TOTAL	10,600	12,600	10,600	10,600	5,600	51,000

Source: University of Puerto Rico, Office of Planning and Development, Central Administration

Figure 8 00 48

University of Puerto Rico
Inventory of Capital Improvement Projects. Two Year
Summary Projections by Institutional Unit (1982-83 Through 1983-84)

Institutional Unit	Projected Cost (in thousands of dollars)	Project Type and Rationale
Rio Piedras Campus	1,700	Law School - Building expansion to meet accreditation requirements
	1,270	College of Humanities - Building expansion and remodeling to address deteriorating conditions
	30	School of Public Communications-land acquisition for adequate facilities construction
	1,000	Campus-wide - Physical plant improvements to correct serious conditions and deterioration
	200	Campus-wide - Modifications for energy conservation
Subtotal	4,200	
Mayaguez University Campus	900	Department of Industrial Engineering - expansion to meet accreditation requirements
	250	Campus-wide physical plant improvements to correct deteriorating conditions in older buildings
	50	Fish Hatchery - Improvements to facilities to meet contractual obligations and increase economic potential
	1,350	Piñero Building Expansion - Additional facilities are critically needed for classrooms, laboratories, graduate student and administrative offices
	150	Design plans for the expansion of the Library Building Facilities
Subtotal	2,700	

Source: University of Puerto Rico
Office of Planning and Development
Central Administration

Figure 9 (a)

Institutional Unit	Projected Cost (in thousands of dollars)	Project Type and Rationale
Medical Sciences Campus	1,350	Main Building 5th. floor and B Wing - Expansion and renovation to meet the facility demands of increased enrollment, and to maintain adequate facilities for excellence in teaching and laboratory research
	100	Campus-wide - Physical plant remodeling and repairs to inhibit deteriorating conditions and obsolescence
	500	Parking building and connecting walkways - Construction of new facilities to correct hazardous vehicle movement and assure the safety of pedestrians moving between buildings
Subtotal	1,950	
Cayey University College	25	University Security and Support Services - Terminate new construction for adequate space to house workshops and offices for support personnel
	2,400	Library - New construction to meet accreditation requirements
	775	Physical Education - New construction to provide effective athletic services and instruction to students
	75	Campus-wide - Remodeling and improvements to repair and renovate old army camp facilities
	25	Education Building - Remodeling to address critical conditions imposed by rapid deterioration of existing structure
Subtotal	3,300	

Source: University of Puerto Rico
Office of Planning and Development
Central Administration

Figure 9 (b)

Institutional Unit	Project Cost (in thousands of dollars)	Project Type and Rationale
Humacao University College	1,924	Academic Building - New construction to meet the basic space requirements necessary for accreditation
	50	Power utilities - Complete repairs to improve the electrical system damaged by severe leakage during heavy rainfall
	210	Campus-wide - Physical plan maintenance and conservation
	48	Air conditioning system - Repairs to upgrade existing deteriorated equipment affecting the quality of the academic environment
	500	Learning Resource Center - New construction to improve library services; required for accreditation
	100	Construction of Parking Facilities
	116	Mathematics Department Office - Provide Faculty Offices for Mathematics Department
Subtotal	2,948	
Administration of Regional Colleges	130	Main Building - Repair and expansion to provide improved services to the Institutional Units comprising the Regional College System
Subtotal	130	
Aguadilla Regional College	460	Campus-wide - Remodeling and repair to address the serious deterioration of the old buildings at the former Ramey Air Force Base. Also contemplated is the addition of a parking garage to afford protection for the college's motor vehicles
Subtotal	460	

Source: University of Puerto Rico
Office of Planning and Development
Central Administration

Figure 9 (c)

Institutional Units	Project Cost (in thousands of dollars)	Project Type and Rationale
Arecibo Technological University College	50	Land purchase for additional road access necessary to facilitate operation of the college
	75	Campus-wide - Physical plant improvements and storm drains to maintain the quality of existing facilities
	250	Plans to build a Student Center facility
Subtotal	375	
Bayamón Technological University College	50	Student Center - Planning for new building to expand and improve student services
	50	Food Service Building - Relocate and reconstruct prefabricated building to expand cafeteria facilities and services at this campus
	280	Campus-wide - Effect modifications to correct serious problems with leakeage and the air conditioning system
	100	Campus-wide - Physical plant improvements required to adapt programs to new curricula and technological offerings
Subtotal	480	
Carolina Regional College	2,000	Land acquisition - required for construction of new facilities, as the present conditions of the college are totally inadequate for providing a quality academic environment
	2,000	Design and construction of new facilities - the development will begin on the newly-purchased property
	10	Campus-wide - Physical plant improvements urgently needed to maintain existing facilities
Subtotal	4,010	

Source: University of Puerto Rico
Office of Planning and Development
Central Administration

Figure 9 (d)

Institutional Unit	Project Cost (n thousands of dollars)	Project Type and Rationale
Ponce Technological University College	130	Land acquisition - Payments required for land upon which the college is presently housed
	115	Multipurpose physical education-additional facilities are necessary to complement existing building constructed with federal funds. (EDA's, Local Public Works and Capital Development Program, 1976)
Subtotal	245	
La Montaña Regional College	2,000	New facilities - Land purchase and construction to develop permanent buildings at a new site. The existence of the campus assists in stimulating rural development in this economically deprived central mountain area
Subtotal	2,000	
Central Administration and Botanical Garden	152	Central Administration - Maintenance and repair to existing facilities housing the Offices of the President and the Council of Higher Education Botanical Garden - Improvements to this important natural area which comprises a botanical garden serving as an educational and research setting for botanists and other scientists interested in related research areas
Reserve	250	Reserve Fund - Resources set-aside for capital improvement emergency repair or contingencies
Subtotal	402	
University of Puerto Rico Projected Systemwide Total...... (1982-84)	23,200	

Source: University of Puerto Rico
Office of Planning and Development
Central Administration

Figure 9 (e)

Mr. CORRADA. I will now yield to the distinguished chairman of the subcommittee for any questions he may have of these witnesses.

Mr. SIMON. Thank you, Mr. Chairman.

First of all, Mr. Camino, your Council on Higher Education, it has jurisdiction only over the—let me phrase the question differently. What is your jurisdiction? Do you have any jurisdiction, for example, over Catholic University or the private schools?

Mr. CAMINO. Only to the extent of accrediting the programs of the university. The concept of higher education in relation to the board of trustees of the public system, it also has the responsibility under law to accredit the programs for the private institutions.

Mr. SIMON. There is one point I should have mentioned earlier. Our colleague, Representative Bob Garcia of New York, is also here. He is on the Post Office Committee and he is visiting some post offices here in Puerto Rico today. So he is not here with us for this hearing today, but he is here on the island.

I saw in yesterday's San Juan Star the Secretary of Education suggesting that too many students who are not college material are attending a proliferation of institutions of higher learning in Puerto Rico.

I have two questions in that regard. One is whether you agree with that? Second, our colleague, Senator Pell, for whom the Pell grants are named, has suggested that, after the first year of college, if a student does not maintain a C average, that student should not be eligible for the Pell grants. I would be interested in your response, either one of you, to both of the statement of the Puerto Rican Education Secretary and the suggestion of Senator Pell.

Mr. CAMINO. I would like to make certain remarks in reference to your questions. For that, you have to understand the way that the people earn money on the island. For example, taking the United States, you have a blue-collar force that sometimes makes more money than a white-collar force. That happens many times. Over here, this is seldom the case. Over here, for people trying to decide what they want to do in the future and see what is best for them from the economic point of view, a college degree is very important. This is the reason why sometimes, if you take it percentage-wise, people are going to at least try to obtain a college education.

Mr. SIMON. Mr. President?

Mr. ALMODOVAR. In our particular case, the university is not able to take all of the qualified students. The university is an institution in which we set standards for admission, high standards for admission. We could say that we take the best students that come out of the high schools.

Regarding the second point, the C average, I think that is a good suggestion. I think there is a little bit of abuse in the use of Pell grant money, not because of wrongdoing by the universities, but it is because of the fact that a follow-up of a grant cannot be given under the present circumstances, of a year grant. As a matter of fact, C averages are standard at the university for satisfactory progress.

I think that is what the problem is, in defining what is meant by satisfactory progress. It has been left to the institutions to decide that. I don't think that should be the case. I think it should be spelled out.

Mr. SIMON. You went through a strike.

Mr. ALMODOVAR. Yes.

Mr. SIMON. I don't mean to bring up unpleasant memories, but one of the things that we are doing through our present programs—I am thinking now that in another year or so we will be reauthorizing the Higher Education Act—one of the things that we do, it seems to me, is to encourage schools to raise their tuition. You have a total of 51,000 students. Of a full-time equivalent, that would be how many?

Mr. ALMODOVAR. That is about 47,000.

Mr. SIMON. If we said to schools that we will give you $20 per capita for full-time equivalent each year that you do not raise your tuition—and I am just pulling a figure out of the hat and I am not suggesting that this is what we are going to end up with—would that be a meaningful thing? In the case of your university, that would be a very sizable amount of money, $147,000. It would be enough that your board would have to think twice before raising that tuition.

Is that a direction we ought to be thinking about, or are there better ways of achieving what seems to me now is a defect in our present law of encouraging tuition increases?

Mr. ALMODOVAR. I think that, for a State university, the policy of encouraging tuition increases is the wrong policy. There should be a balance between the requirement for parents to provide self-help, like the Reagan administration policy—which I think it is wrong. It is putting too much pressure on the low-income families. In the private institutions, it is about 85 percent of the enrollment. They are zero eligibility Pell index people.

So, to say that we would like tuition increases in the State university would be the wrong thing to say. There should be some tuition, a reasonable tuition, but much lower than the private sector. There should be other ways. Like you suggest, that would be a very good way. If we would get something like that, the university would have received $32 million during the last 30 years because, for 32 years, we didn't raise tuition. That is why we had to raise tuition 200 percent, from $5 to $15.

But I think there are other ways in which one could do this. For example, title III for developing institutions, small institutions, there is a section there, section (c), that talks about endowment. I think that an endowment program which involved the close collaboration between the State government, the private sector, and the Federal Government would be one of the best examples of this collaboration. Let's say that, for those institutions, for each dollar that an institution puts in, the Federal Government would put one and industry would put another one, provided that the local and State governments would give the proper incentive to industry on tax relief.

So that would really work out, especially in the community college system. The regional colleges where we serve communities, the industry around that college, as an incentive to the college to provide the services, would collaborate. That would be another way of doing it. I think it is more difficult to get new legislation than to amend the existing one. So you already have a mechanism there through title III, section (c), to bring some additional help to community colleges. This way that you are doing it, you would be helping rich institutions, too. So there are two ways of doing it.

Mr. SIMON. I might mention that our committee has just approved, 2 weeks ago, a bill, H.R. 2144, which would amend title III so that it could be used in a matching way for endowment.

Mr. ALMODOVAR. Very good.

Mr. SIMON. However, the funds are very, very limited there. But when we reauthorize the Higher Education Act, I think we ought to be taking a good look at the endowment provisions. I have added an endowment provision to the tribally controlled bill, a bill that Representative Williams is very much interested in, which helps some of the Indian community colleges in the country.

But if we had an endowment program along the lines that you suggest, and just for a very limited time—for 2 years or something like that—to give you a chance to build an endowment, then you get industry and your Commonwealth Government together to match, and that would be of assistance to you.

Mr. ALMODOVAR. I think it would be of great assistance.

Let me tell you, sir, that the tradition of endowment in Puerto Rico is nonexistent, both in the public and in the private sectors. Our endowment fund from donations, and so on, is close to $200,000 out of a $300 million budget. So, for the first time, we have something called the Higher Education Foundation of the university approved by the board of trustees which will help us develop this endowment fund.

Mr. SIMON. Let me simply encourage you in that. I think endowment really is going to be important for the future in terms of the kind of quality offering that you are going to be able to make.

I have one other comment, and then I will yield back. You mentioned your science and engineering programs. The bill that has passed the House now—there is something coming over from the Senate that we are going to have to work out in conference—does have some money that should be of some help to your university and to others in the way of equipment and other assistance in science and engineering and math fields. I mention this as something that you ought to keep your eye on and keep in touch with Baltasar Corrada, and I will be pleased to work with him to make sure that you get your fair share on that.

Mr. ALMODOVAR. Thank you, sir.

Mr. SIMON. Thank you, Mr. Chairman.

Mr. CORRADA. Thank you.

Mr. Williams.

Mr. WILLIAMS. Thank you, Mr. Chairman.

Doctor, as you were beginning to conclude your statement, you mentioned that the Federal Government provides about 75 percent through various financial efforts of the operating budgets of the private higher education institutions in Puerto Rico, and you ended with this question: "If Federal funds stopped flowing, what would be the resulting effect on private universities?"

If Federal funds stopped flowing to the private universities, what would be the effect on your university?

Mr. **ALMODOVAR**. The private sector is giving a great contribution by taking the excess students we cannot take because of limited funding. So that would mean a tremendous pressure on the State government to provide access to the 80,000 or so students that are in accredited institutions. It would be chaos.

Mr. **WILLIAMS**. I have one question for Mr. Camino. You mention in your submitted remarks that many youths in Puerto Rico are still experiencing limited English proficiency, and went on to indicate that that was particularly true in the less populated low-income areas. Do I understand correctly that English is a required language for a given number of years in the schools here in Puerto Rico?

Mr. **CAMINO**. Yes, sir, it is.

Mr. **WILLIAMS**. Do you teach at the university level in English?

Mr. **CAMINO**. Some courses are taught in English, but mostly they are taught in Spanish.

Mr. **WILLIAMS**. Do you teach in both languages?

Mr. **CAMINO**. Yes.

Mr. **WILLIAMS**. Are the textbooks in English or Spanish?

Mr. **CAMINO**. Depending on the discipline, we have many textbooks that are in English, particularly in the fields of science and engineering, and so on. Another example, there are courses in the humanities and many of them are in Spanish.

Mr. **WILLIAMS**. Is the necessity of a dual language in Puerto Rico encouraging functional literacy or discouraging it?

Mr. **CAMINO**. I would say that, for us, it is very important to know both languages and to be completely bilingual, and the effort is toward that end.

Mr. **WILLIAMS**. That effort encourages functional literacy?

Mr. **CAMINO**. Did you say literacy or illiteracy?

Mr. **WILLIAMS**. Literacy. Just on a very personal basis, it would seem to me that if my children were required to live in the two worlds of Spanish and English, and if their textbooks were interchanged with both languages, it could have the effect of limiting their proficiency rather than expanding it.

I might be wrong about that, but I have a notion that requiring both languages can act as a learning barrier for some people. I wonder if you find that in your school system?

Mr. **CAMINO**. I think that, in a way, it could be. But you have to add the benefits and the disadvantages. I think you are going to have more advantages by knowing two languages than maybe only one language more proficiently.

Mr. **CORRADA**. Would the gentleman yield?

Mr. **WILLIAMS**. Yes, I would be pleased to yield.

Mr. **CORRADA**. I think you have a point. Let me say that in our elementary and secondary school system, and particularly during the first few years of elementary school, although English is taught as a subject throughout the entire elementary and secondary educational process, Spanish is the vehicle of instruction with English being a subject matter that is taught.

So I would think that, in the case of Puerto Rico at least, under the educational philosophy that has prevailed for the last 30 years or so, the possible risk that you indicate has been significantly reduced.

There was a time earlier, back in the 1930's and early 1940's, where there was an emphasis in utilizing English as the vehicle of public instruction in Puerto Rico which presented, in my view, a very difficult dichotomy because Spanish was the language and is the language, of course, of our people, what is spoken at home. Having a different one in the school environment posed a problem concerning the ability of children to learn and to be educated. I believe that currently, because of the use of Spanish as the vehicle of instruction and education in Puerto Rico, with English being taught as language, as a subject matter, it does not create that kind of problem.

Also, of course, during the first few years—kindergarten, first grade, second grade, and so on—obviously, the child has to be initiated very carefully into the learning of English in a way that will not prevent his ability to learn how to read and write in Spanish, which is, of course, the first skill that he or she has to develop at that very early age.

Mr. ALMODOVAR. May I address that?

Mr. CORRADA. Yes.

Mr. ALMODOVAR. We study Spanish intensely up to high school and then, in college, we require 2 years of Spanish. English is taught not as intensely as Spanish in the elementary and secondary schools.

In the State of Florida, they had a problem. They required only 1 year of English to get a degree in a university, and then a Senator last year proposed a change, and now they require 2 years. So, in that sense, in Puerto Rico, we studied more English than in the State of Florida.

But there is a reason for that. The majority of the people of Puerto Rico are not bilingual in the sense of bilingualism. We know the techniques of both languages. When you get out of high school, you know the techniques, the rules of grammar of English, and you know much more about Spanish, and it is a better way of expressing yourself. But you have to have intensive training in the spoken language. As a matter of fact, our ROTC cadets do very well in everything except in English, so they have to have immersed training in the language. So in the institutions, we know English as a second language.

Mr. CORRADA. If the gentleman will yield again, I think that, as that child progresses in his process of being educated, that perhaps when he gets to the seventh and eighth grades, and particularly during the secondary level—when he goes to high school—there is where we must intensify English teaching so that that student becomes as proficient as possible in the learning of English at a time when he has already commanded the necessary skills in Spanish.

By the way—this is not just a theory, Paul—I studied my first eight grades at the public school in Morovis. I am very proud being from Morovis. It is a very small town, but the resources down there are——

Mr. SIMON. You better play that down for the near future. You are running for mayor of San Juan.

Mr. **Corrada.** Many of the people of Morovis also live in San Juan, as well as people from all over the island.

Let me say that my first 8 years of education were in the public school system in Morovis. I finished my eighth grade in 1948. When I finished my eighth grade, frankly speaking, there was very little English that I knew. I knew the basic grammar because we had excellent teachers, and we do still have some around. I wish we had many more teachers like the ones we used to have in the late 1940's. Anyway, when I finished my eighth grade, I knew a lot of Spanish, a little of English, and particularly very little of any kind of colloquial English.

In high school, I went to a private Catholic school in Ponce. In those 4 years, I progressed tremendously in my ability to speak English. I think that if, in our public school systems, we had the ability of intensifying the teaching of English as a subject by the quality of teaching, and so on, and teacher training that is necessary to train the teachers to teach English, that the end product when a student graduates from high school would be a good one in terms of the ability to know better English than what we have now. That problem that you pose could be overcome.

Mr. **Williams.** Mr. Chairman, before I yield to my colleague, Paul Simon, let me carry my question to the logic of its point. If it is true, and I am sure it is, that English proficiency is severely lacking in the lightly populated and rural areas of Puerto Rico, and if English sufficiency is necessary in order to succeed in higher education in Puerto Rico, then in fact the dual language requirement acts as a barrier to a good portion of the population of Puerto Rico.

Mr. **Almodovar.** The second premise is not really true.

Mr. **Williams.** Tell me why.

Mr. **Almodovar.** You don't need English proficiency to perform well in the universities. The instruction is in Spanish except for the courses we teach in English. Some careers, like in the schools of medicine all the diagnoses and the writing of prescriptions and the record of the patient is written in English because of requirements of the American Medical Association, and so on—but anyone in Puerto Rico who is qualified, who has potential to do a good job in higher education, gets a degree here—we teach in Spanish except for a few courses.

Mr. **Williams.** Are rural, low-income children going on to become medical doctors?

Mr. **Almodovar.** Yes. Our admissions requirements are on the basis of competition. When a student comes to the university and he is from a low-income background, some of them have had special programs for remedial education. Once he gets out of the premed, although there is a large high selectivity—and we normally take 150 students a year from about 1,000 applicants—those who really have the potential—and potential is not really related to language in this case—they have an opportunity of access to medical education. Before, in the 1950's and 1960's, this was a real problem here. Medicine was limited mostly to——

Mr. **Williams.** Do you know what percentage of those 150-some students are from rural, low-income families?

Mr. ALMODOVAR. I know what percentage comes from public schools, it is a large percent. We only take 25 percent of the private school kids for admission to the university, and 75 percent comes from the public school system. I am a product of that from San German.

Mr. WILLIAMS. I certainly commend the really startling efforts of the people of Puerto Rico to be bilingual. I wish that our people on the mainland were equally as proficient in two languages as you are.

I yield to my chairman, who I expect knows more about the matter of foreign language than any Member of the U.S. Congress.

Mr. SIMON. I thank my colleague.

I have just a couple of comments on what we learn by studying another language. It is very interesting that the SAT and ACT scores for the United States have shown, up until the last couple of years now, a general decline except on the verbal side with one group, and that is students who have had a foreign language in high school. When you have a foreign language, it tends to improve your verbal skills. That was true, regardless of family income, regardless of ethnic group.

The second point is about learning, and it is the reason I think it is important that we learn as early as possible. There is a man at San Jose State Unversity in California, who did a study and he found that the people at the age of 50 can learn a foreign language just as rapidly as people at the age of 5, except for one thing. That is that, at the age of 50, when you learn a language, you are sitting—or even at the age of 20—you are sitting in a classroom and you may say, "Throw the ball," but you just say, "Throw the ball." Children who are 5 years old, when they say, "Throw the ball," they throw the ball. They use all of their senses as they learn the language.

That goes to your point, Baltasar. It is why I think that, both in the 50 States and in the Commonwealth, we probably ought to do more of the intensive weekend kind of language training because, in those intensive sessions where you are required to use the language only—whatever language it is that you are learning—there you use, as the 5-year-old does, if you are having a lunch, you say, "Pass the butter," and you get that multidimensional impact.

I want to join with my colleague from Montana in commending Puerto Rico for what you have done in the two languages here. One of the reasons for my strong sympathy for statehood for Puerto Rico is what Puerto Rico could contribute culturally and in the way of language example to the rest of the Nation.

I thank my colleague for yielding.

Mr. WILLIAMS. I have finished my questioning.

Mr. CORRADA. Thank you, Mr. Williams and Mr. Simon.

I would like to put just one question to Mr. Camino. What do you feel the role of vocational and technical schools to be in the postsecondary sector? How can this impact the economic development of the island?

Mr. CAMINO. As the job opportunities for the vocational graduate student improves, there is no doubt that more people are going to be looking for them. In the end, that is what everybody wants: "What is going to happen to me when I finish? What are going to be the opportunities? Are they going to be adequate?" As those opportunities improve, more people are going to be going to vocational schools.

Mr. Corrada. Do you feel that at the postsecondary level, our institutions are preparing themselves to be able to provide the kind of training that will be meaningful in terms of meeting the demands of the job market?

Mr. Camino. That is the trend right now, Mr. Chairman.

Mr. Corrada. Would you care to comment also, Dr. Almodovar?

Mr. Almodovar. Yes. Fortunately for our people, the University of Puerto Rico had a vision many years ago that this problem should be addressed, and it created the Community College Administration. The philosophy and the objectives by law are to provide technical training at that level—two-thirds of their programs must be technical and one-third transfer programs to other programs in the university. We are one of the few systems in the States in which community colleges are within the university system. They operate within the administration, chaired by a chancellor, and then there is a director of deans. We have six of those colleges.

They have been taking care of this need to develop training for people in areas of specific needs to Puerto Rico, the electronics industry, the pharmaceutical industry—the chemical industry is downward a little bit. But those colleges have the flexibility, the programmatic flexibility, not only to produce associate degree programs of 2 years, but also for providing intensive training for 38 weeks or so, let's say, for particular needs of the industry.

As an example of this, we had a call from an electronics industry about 1 year ago to provide 2,000 electronic technicians because some electronic industries are going to settle down here. So the Center for Electronic Industry was created and administered by the Regional College Administration in collaboration with Economic Development Administration. Within the first year, we had trained over 300 young people, not from the university, taken from high school, who didn't have jobs. They were trained preferentially in this area as technicians and in the manufacturing process. It was very successful.

Mr. Williams. Mr. Chairman, may I ask one final question to both of the witnesses?

Mr. Corrada. Go ahead.

Mr. Williams. What is the university system doing to share its research and resources with the community of elementary and secondary schools on the island by way of assisting them to better prepare their students for higher education?

Mr. Almodovar. The Secretary of Education sits on the Council of Higher Education as a member of the board of trustees. There is a basic close relationship between the university and the Department of Education. Particularly, there is one college in the system whose objective only is the preparation of science and mathematic teachers, the Cayey University College. So we work very closely with the Department of Education in providing the proper curricula that will be accepted by the Department of Education once these students of ours go to their jobs. They also practice within the school system. It is sort of a co-op program. So we have comparative programs within the Department of Education in many areas.

We have also facilitated the professional development—also the privates have done this—of the teachers in the department who have been many years at a stalemate with their preparation. We had an intensive program about 2 years ago, and we trained over 2,000 teachers in the school system. We helped them get their final degrees, and so on.

Fortunately, also, the Federal Government sponsored some programs of interaction between the Department of Education and the university. For example, Upward Bound, which is a very beautiful program and should get more money. There are some Congressmen who believe that if they split a program into little programs, that is bad, because then you cannot put more money in a particular single program. I think that the TRIO programs and the MISIP programs are really so important that they should get more money instead of being condensed into one or two programs.

Through that program, the Upward Bound program, we take high school kids and prepare them together by school teachers of the Department of Education and help them get into the mainstream of the university. So we have really not the best interactions there. There is much to be improved. But we do interact with the Department of Education.

Mr. WILLIAMS. Thank you very much, Mr. Chairman.

Mr. SIMON. I would like to ask one other question.

It has just occurred to me that we have gone through the whole discussion, and I read the memorandum from staff last night on higher education in Puerto Rico, and there has been no mention of the guaranteed student loan in this whole discussion. Is that not that big a factor here? Or do students who do not have the resources otherwise need the guaranteed student loan program, and is the loan available through the banks and through financial institutions here?

Mr. ALMODOVAR. The Economic Development Bank, the government bank, has something like $24 million available this year for this type of loan, and I don't think it has been used fully by these students. Next year, they are planning to have something like $40 million so that is no problem here, sir. That is my opinion.

Mr. SIMON. OK.

Thank you, Mr. Chairman.

Mr. CORRADA. We would like to ask many more questions, but we have a long list of witnesses. There may be further questions that the committee or subcommittee may wish to pose to you, and we would appreciate your answering them in writing if they are addressed later to you.

Thank you, Mr. Camino and Dr. Almodovar, very much for your excellent presentation with the data and statistics and information that will be very pertinent to us.

Mr. CAMINO. Thank you for the opportunity.

Mr. CORRADA. Our next panel is composed of Dr. Jose Mendez, president of the Mendez Educational Foundation; Dr. Antonio Miro Montilla, chancellor, University of Puerto Rico-Rio Piedras; and Dr. Ramon Cruz, president, Inter American University. We would appreciate it if the distinguished panelists would come forward.

Again, we will listen to your statements and, after you are finished with your statements, we will ask questions.

We will start with Dr. Mendez, president of the Mendez Education Foundation.

STATEMENT OF JOSE MENDEZ, PRESIDENT, MENDEZ EDUCATIONAL FOUNDATION

Mr. MENDEZ. Mr. Chairman, I am Jose F. Mendez, president of the Ana G. Mendez Educational Foundation, a private, non-profit organization which operates three higher education institutions in Puerto Rico: the Puerto Rico Junior College, a 2-year college; Colegio Universitario Metropolitano; and Unversidad del Turabo; having a total enrollment of over 15,000 students. On behalf of the foundation and its students, I welcome the distinguished members of the House Subcommittee on Postsecondary Education to the island, and thank you for the opportunity to present our concerns.

I have with me a complete copy of my testimony that I would like to submit to you for the record.

Mr. CORRADA. Without objection, the full text of Mr. Mendez' testimony will be made part of the record.

Mr. MENDEZ. Thank you, Mr. Chairman.

This morning I have only a short summary to share with you.

Today, in describing the critical role Federal assistance plays in the development of higher education in Puerto Rico, I will focus on three major issues—first, the fiscal 1984 education budget and the impact on Puerto Rican students of proposed changes in student aid and self-help program; second, a recommendation that the Congress mandate an Hispanic education initiative to be modeled on the initiative for historically black colleges and universities; and third, the role Puerto Rico's postsecondary institutions could play in the implementation of the Caribbean Basin Initiative.

As to the education budget, the economy of Puerto Rico is suffering the worst economic crisis since the beginning of industrial development in the early 1950's. Thus, if educational opportunity is uncurtailed, many current and prospective students will swell the unemployment rolls or emigrate to the mainland without adequate academic preparation.

Student financial aid to Puerto Rico is an investment in human resources, and it provides the primary means for the island to reduce poverty and economic dependency on the Federal Government. The Federal programs for postsecondary education are absolutely essential to the development of higher education in Puerto Rico. Without Federal financial aid, the entire higher education system on the island would collapse.

Postsecondary needs in Puerto Rico are at a peak level. Approximately 75 percent of Puerto Rico's university students, including a substantial percentage of those who study at the State University, depend on Pell grants and other student aid, including SEOG, NDSL and college work-study program. The private colleges and universities are main providers of educational programs for lower income students in Puerto Rico. No less than 86 percent of students at private schools need financial aid to cover the cost of their education.

There is great apprehension that Congress will elect to use a block grant funding approach in an attempt to significantly reduce the budget allocations for student aid and funding of higher education institutions in Puerto Rico. I believe this is unwise because not all institutions will benefit under such assistance. A sound, stable postsecondary educational system in Puerto Rico is the best guarantee that the island's economy will improve and that those who decide to emigrate to the mainland will have the necessary skills to participate productively in the U.S. economy.

Perhaps one of the reasons Puerto Rico's higher education education do not receive an adequate share of Federal education funds is that the mainland has no clear understanding of the contributions the island colleges and universities make to the education of our Nation's Hispanic population. Puerto Rican schools account for only one in four of all Hispanic undergraduates, one in six Hispanic graduate students, and nearly one in four Hispanic first professional students.

The most highly developed Hispanic higher education institutions are in Puerto Rico. Over the years, we have developed state-of-the-art facilities and programs both in traditional academic fields, and in such technical fields as computer science, medical technology, engineering, nursing and respiratory therapy. Our contribution to bilingual education is particularly relevant in the context of the Hispanic participation in elementary and secondary education on the mainland.

Now I will talk about the Hispanic education initiative. The contribution of Puerto Rican and mainland institutions providing postsecondary education for Hispanics could be enhanced significantly with adoption of an Hispanic education initiative. I urge the subcommittee to give serious consideration to the creation of a Hispanic initiative modeled on the initiative for historically black colleges and universities.

In conjunction with an Hispanic initiative and to help increase the contribution of the island's postsecondary institutions to the development of the Hispanics, I recommend that a consortia be created between mainland colleges and universities serving areas with significant Hispanic population and their island counterparts. Such a consortia could promote solutions to a wide spectrum of problems faced by Hispanics on the mainland, including low levels of participation in higher education, poor linguistic skills, high attrition rates of first and second-year university students, and under-representation at graduate schools.

Finally, let's talk about the Caribbean Basin Initiative. While we all are aware that the Caribbean Basin Initiative has not been cleared by Congress, there is reason to believe it will win passage. And Puerto Rico is poised to provide unique educational services in the Caribbean as the work of the initiative unfolds. Clearly, the colleges and universities of Puerto Rico could play an important and crucial role in the implementation of the initiative.

Puerto Rico, with its highly developed postsecondary institutions, could be the focus of educational training programs to aid the economic development of its neighboring countries. Working in conjunction with the Department of State and the Education Department, and with appropriate funding, Puerto Rico institutions could develop and help implement educational programs which will meet the needs of the Caribbean Basin countries.

This Foundation requests the assistance of this honorable committee in assuring that our students become eligible for the new $8.5 million Caribbean Basin Initiative scholarship funds, Pan American Development Foundation fellowships, OAS scholarships, and most particularly the Hubert H. Humphrey North-South Fellowship program, so as to permit our outstanding graduates to pursue their doctoral academic careers.

To meet the challenges of the present and the uncertainties of the future, the colleges and universities of Puerto Rico will continue developing perceptive, imaginative and viable academic programs.

Mr. Chairman, my written testimony further elaborates on the three issues I have discussed with you this morning. Thank you.

Mr. CORRADA. Thank you very much, Dr. Mendez, for your testimony. We will proceed with the next two witnesses and then come back with questions.

[The prepared statement of Jose Mendez follows:]

Prepared Statement of Jose F. Mendez, President, Ana G. Mendez Educational Foundation

MR. CHAIRMAN, I AM JOSE F. MENDEZ, PRESIDENT OF THE ANA G. MENDEZ EDUCATIONAL FOUNDATION, A PRIVATE, NON-PROFIT ORGANIZATION WHICH OPERATES THREE HIGHER EDUCATION INSTITUTIONS IN PUERTO RICO: PUERTO RICO JUNIOR COLLEGE, COLEGIO UNIVERSITARIO METROPOLITANO, AND UNIVERSIDAD DEL TURABO HAVING A TOTAL ENROLLMENT OF OVER 15,000 STUDENTS. ON BEHALF OF THE FOUNDATION AND ITS STUDENTS, I WELCOME THE DISTINGUISHED MEMBERS OF THE HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION TO THE ISLAND AND THANK YOU FOR THE OPPORTUNITY TO PRESENT OUR CONCERNS.

TODAY, IN DESCRIBING THE CRITICAL ROLE FEDERAL ASSISTANCE PLAYS IN THE DEVELOPMENT OF HIGHER EDUCATION IN PUERTO RICO, I WILL FOCUS ON THREE MAJOR ISSUES: (1) THE FISCAL 1984 EDUCATION BUDGET AND THE IMPACT ON PUERTO RICAN STUDENTS OF PROPOSED CHANGES IN STUDENT AID AND SELF-HELP PROGRAM; (2) A RECOMMENDATION THAT THE CONGRESS MANDATE AN HISPANIC EDUCATION INITIATIVE TO BE MODELED ON THE INITIATIVE FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES; AND (3) THE ROLE PUERTO RICO'S POSTSECONDARY INSTITUTIONS COULD PLAY IN THE IMPLEMENTATION OF THE CARIBBEAN BASIN INITIATIVE.

EDUCATION BUDGET:

THE ECONOMY OF PUERTO RICO IS SUFFERING THE WORST ECONOMIC CRISIS SINCE THE BEGINNING OF INDUSTRIAL DEVELOPMENT IN THE EARLY 1950'S. IN 1982 GNP DECLINED BY 3.9% AND UNEMPLOYMENT TODAY IS AROUND 22.4%. THOSE MOST AFFECTED BY THE HIGH UNEMPLOYMENT RATES ARE 16-24 YEAR OLDS. THUS, IF EDUCATIONAL OPPORTUNITY IS CURTAILED, MANY CURRENT AND PROSPECTIVE STUDENTS WILL SWELL THE UNEMPLOYMENT ROLLS OR EMIGRATE TO THE MAINLAND WITHOUT THE ADEQUATE ACADEMIC PREPARATION.

STUDENT FINANCIAL AID TO PUERTO RICO IS AN INVESTMENT IN HUMAN RESOURCES, AND IT PROVIDES THE PRIMARY MEANS FOR THE ISLAND TO REDUCE POVERTY AND ECONOMIC DEPENDENCY ON THE FEDERAL GOVERNMENT. THE FEDERAL PROGRAMS FOR POSTSECONDARY EDUCATION ARE ABSOLUTELY ESSENTIAL TO THE DEVELOPMENT OF HIGHER EDUCATION IN PUERTO RICO. THE COMMONWEALTH GOVERNMENT IS FAR FROM ABLE TO PROVIDE THE FUNDS NECESSARY FOR A STRONG POSTSECONDARY EDUCATIONAL SYSTEM SINCE STUDENTS COME FROM FAMILIES WITH LOWER INCOME LEVELS THAN ON THE MAINLAND. WITHOUT FEDERAL FINANCIAL AID, THE ENTIRE HIGHER EDUCATION SYSTEM ON THE ISLAND WOULD COLLAPSE.

POSTSECONDARY NEEDS IN PUERTO RICO ARE AT A PEAK LEVEL. FROM 1974-75 TO 1981-82, ENROLLMENT INCREASED AT AN ANNUAL RATE OF 5.4% (SEE ANNEX A). APPROXIMATELY SEVENTY-FIVE PERCENT OF PUERTO RICO'S UNIVERSITY STUDENTS, INCLUDING A SUBSTANTIAL PERCENTAGE OF THOSE WHO STUDY AT THE STATE UNIVERSITY, DEPEND ON PELL GRANTS AND OTHER STUDENT AID, INCLUDING SEOG, NATIONAL DIRECT STUDENT LOANS, AND COLLEGE WORK-STUDY PROGRAM. THE PRIVATE COLLEGES AND UNIVERSITIES ARE MAIN

PROVIDERS OF EDUCATIONAL PROGRAMS FOR LOWER INCOME STUDENTS IN PUERTO RICO. NO LESS THAN 86% OF STUDENTS AT PRIVATE SCHOOLS NEED FINANCIAL AID TO COVER THE COST OF THEIR EDUCATION.

THE REAGAN ADMINISTRATION'S PROPOSED EDUCATION BUDGET WOULD SET MORE RESTRICTIVE ELIGIBILITY REQUIREMENTS FOR PELL GRANTS, CHANGE THE REGULATIONS RELATED TO FEDERAL GUARANTEED LOANS, AND MODIFY TRIO AND TITLE III PROGRAMS TO CUT FEDERAL SPENDING FOR FY 1984. THIS PROGRAM WOULD HAVE A PROFOUND AND NEGATIVE IMPACT ON PUERTO RICO BECAUSE, AS AN ECONOMIC REGION, THE ISLAND ONLY NOW IS APPROACHING EDUCATIONAL LEVELS COMPATIBLE WITH MODERN INDUSTRIAL DEVELOPMENT. IN ADDITION, THERE IS GREAT APPREHENSION THAT CONGRESS WILL ELECT TO USE A BLOCK GRANT FUNDING APPROACH IN AN ATTEMPT TO SIGNIFICANTLY REDUCE THE BUDGET ALLOCATIONS FOR STUDENT AID AND FUNDING OF HIGHER EDUCATION INSTITUTIONS IN PUERTO RICO. I BELIEVE THIS IS UNWISE BECAUSE NOT ALL INSTITUTIONS WOULD BENEFIT UNDER SUCH A SYSTEM. A SOUND, STABLE POSTSECONDARY EDUCATIONAL SYSTEM IN PUERTO RICO IS THE BEST GUARANTEE THAT THE ISLAND'S ECONOMY WILL IMPROVE AND THAT THOSE WHO DECIDE TO EMIGRATE TO THE MAINLAND WILL HAVE THE NECESSARY SKILLS TO PARTICIPATE PRODUCTIVELY IN THE U.S. ECONOMY.

IN THIS CONTEXT, I HAVE SEVERAL CONCERNS ABOUT THE ADMINISTRATION'S EDUCATION BUDGET REQUEST FOR FY'84 AND THE PROBABLE CONSEQUENCES OF SUCH A BUDGET FOR PUERTO RICO'S POSTSECONDARY STUDENTS AND INSTITUTIONS.

FIRST, THE NEW PHILOSOPHY OF STUDENT ASSISTANCE, EMPHASIZING STUDENT SELF-HELP THROUGH LOANS AND WORK, WOULD HAVE SIGNIFICANT RAMIFICATIONS IN PUERTO RICO WHERE AVERAGE FAMILY INCOME IS MUCH LOWER THAN ON THE MAINLAND AND JOB OPPORTUNITIES ARE SCARCE. I DO NOT BELIEVE THAT A SLIGHT STRENGTHENING OF THE WORK-STUDY AND LOAN PROGRAMS CAN COMPENSATE FOR THE FACT THAT LOW INCOME FAMILIES WOULD BE REQUIRED TO SHARE THE BURDEN OF FINANCING HIGHER EDUCATION COSTS AT THE EXPENSE OF ALREADY SERIOUSLY THREATENED LIVING STANDARDS. IF ADOPTED, HOWEVER, THE SELF-HELP IDEA WILL BE LESS BURDENSOME TO LOW INCOME FAMILIES IF THE PELL GRANT PROGRAM IS INCREASED SUBSTANTIALLY.

SECONDLY, WHILE CREATING TAX INCENTIVES TO ENCOURAGE FAMILIES TO ACCUMULATE SAVINGS TO MEET COLLEGE COSTS IS AN INTERESTING IDEA, IT CAN BE A PROMISING PROPOSAL ONLY FOR MIDDLE AND HIGH INCOME FAMILIES. IF THE NEW SELF-HELP PHILOSOPHY SHOULD PREVAIL, GRANT-IN-AID PROGRAMS SHOULD BE STRUCTURED SO THAT THE MOST SIGNIFICANT PORTION GOES TO LOW INCOME STUDENTS AND THOSE STUDENTS FACING HIGHER COSTS IN PRIVATE COLLEGES AND UNIVERSITIES.

NO LESS IMPORTANT FOR ITS PROBABLE IMPACT ON PUERTO RICAN AND HISPANIC STUDENTS ARE THE PLANNED DRASTIC REDUCTIONS OF FUNDS FOR BILINGUAL EDUCATION AND MIGRANT EDUCATION AND THE ELIMINATION OF SUCH PROGRAMS AS ESEA TITLE IV, TRAINING AND ADVISORY SERVICES, AND FELLOWSHIPS FOR GRADUATE AND PROFESSIONAL STUDY AS WELL AS THE SHARP REDUCTION IN TRIO PROGRAMS. MANY OF THE THREATENED PROGRAMS HAVE ENHANCED

THE EDUCATION AND SOCIAL WELL-BEING OF HISPANICS, AND THEIR DEMISE IS VIEWED WITH GREAT CONCERN.

PERHAPS ONE OF THE REASONS PUERTO RICO'S HIGHER EDUCATION INSTITUTIONS DO NOT RECEIVE AN ADEQUATE SHARE OF FEDERAL EDUCATION FUNDS IS THAT THE MAINLAND HAS NO CLEAR UNDERSTANDING OF THE CONTRIBUTIONS THE ISLAND'S COLLEGES AND UNIVERSITIES MAKE TO THE EDUCATION OF OUR NATION'S HISPANIC POPULATION. ACCORDING TO THE NATIONAL CENTER FOR EDUCATION STATISTICS, AS REPORTED IN "THE CONDITION OF EDUCATION FOR HISPANIC AMERICANS," 1978 ENROLLMENTS IN PUERTO RICAN SCHOOLS ACCOUNTED FOR ONE IN FOUR OF ALL HISPANIC UNDERGRADUATES, ONE IN SIX HISPANIC GRADUATE STUDENTS, AND NEARLY ONE IN FOUR HISPANIC FIRST PROFESSIONAL STUDENTS.

THE MOST HIGHLY DEVELOPED HISPANIC HIGHER EDUCATION INSTITUTIONS ARE IN PUERTO RICO. OVER THE YEARS WE HAVE DEVELOPED STATE-OF-THE-ART FACILITIES AND PROGRAMS BOTH IN TRADITIONAL ACADEMIC FIELDS LIKE CHEMISTRY, BIOLOGY, PUBLIC ADMINISTRATION, AND ECONOMICS, AND IN SUCH TECHNICAL FIELDS AS COMPUTER SCIENCE, MEDICAL TECHNOLOGY, ENGINEERING, NURSING AND RESPIRATORY THERAPY. OUR CONTRIBUTION TO BILINGUAL EDUCATION IS PARTICULARLY RELEVANT IN THE CONTEXT OF THE HISPANIC PARTICIPATION IN ELEMENTARY AND SECONDARY EDUCATION ON THE MAINLAND.

HISPANIC EDUCATION INITIATIVE

THE CONTRIBUTION OF PUERTO RICAN AND MAINLAND INSTITUTIONS PROVIDING POSTSECONDARY EDUCATION FOR HISPANICS COULD BE ENHANCED SIGNIFICANTLY WITH ADOPTION OF AN HISPANIC EDUCATION INITIATIVE. I URGE THE SUBCOMMITTEE TO GIVE SERIOUS CONSIDERATION TO THE CREATION OF AN HISPANIC INITIATIVE MODELED ON THE INITIATIVE FOR HISTORICALLY BLACK COLLEGES AND UNIVERSITIES. THAT PROGRAM, CREATED BY EXECUTIVE ORDER IN THE FALL OF 1981, WAS DESIGNED TO STRENGTHEN THE ABILITY OF BLACK COLLEGES AND UNIVERSITIES TO PROVIDE QUALITY EDUCATION BY SIGNIFICANTLY INCREASING THEIR PARTICIPATION IN FEDERALLY SPONSORED PROGRAMS.

THE PROGRAM FOR HISTORICALLY BLACK INSTITUTIONS HAS BEEN A HIGHLY SUCCESSFUL ONE. I AM CONFIDENT THAT AN HISPANIC EDUCATION INITIATIVE TO INCREASE PARTICIPATION IN FEDERAL EDUCATION PROGRAMS BY INSTITUTIONS SERVING HISPANIC STUDENTS COULD PRODUCE EQUALLY EXCITING AND BENEFICIAL RESULTS.

IN CONJUNCTION WITH AN HISPANIC INITIATIVE AND TO HELP INCREASE THE CONTRIBUTION OF THE ISLAND'S POSTSECONDARY INSTITUTIONS TO THE DEVELOPMENT OF HISPANICS, I RECOMMEND THAT A CONSORTIA BE CREATED BETWEEN MAINLAND COLLEGES AND UNIVERSITIES SERVING AREAS WITH SIGNIFICANT HISPANIC POPULATION AND THEIR ISLAND COUNTERPARTS. SUCH A CONSORTIA COULD PROMOTE SOLUTIONS TO A WIDE SPECTRUM OF PROBLEMS FACED BY HISPANICS ON THE MAINLAND, INCLUDING LOW LEVELS OF PARTICIPATION IN

HIGHER EDUCATION, POOR LINGUISTIC SKILLS, HIGH ATTRITION RATES OF FIRST AND SECOND YEAR UNIVERSITY STUDENTS, UNDER-REPRESENTATION AT GRADUATE SCHOOLS, LOW ACADEMIC ATTAINMENT, HEAVY CONCENTRATIONS OF COLLEGE STUDENTS IN A SMALL NUMBER OF INSTITUTIONS, AND SOCIAL AND ECONOMIC PROBLEMS. WAYS SHOULD BE EXPLORED TO FUND SUCH INITIATIVES, WHICH BECOME EVEN MORE RELEVANT IN THE CONTEXT OF A RECESSIONARY ECONOMY WHEN UNSKILLED WORKERS FACE SERIOUS EMPLOYMENT AND JOB RETENTION PROBLEMS.

THE GRADUATE AND PROFESSIONAL OPPORTUNITIES PROGRAM (GPOP), A FELLOWSHIP PROGRAM DESIGNED TO INCREASE THE NUMBER OF MINORITY AND WOMEN DOCTORAL STUDENTS, SHOULD BE EXPANDED AND MONEY SET ASIDE FOR HISPANICS. FUNDS COULD BE ALLOCATED TO INSTITUTIONS THAT FORM CONSORTIA TO OFFER DOCTORAL PROGRAMS. THE MONIES COULD BE USED TO PAY FOR TUITION FEES AND FACULTY SALARIES.

FUNDS COULD BE SET ASIDE FOR BILINGUAL PROGRAMS UNDER TITLE III TO BE USED BY PUERTO RICAN AND MAINLAND INSTITUTIONS. PROGRAMS WITHIN THE DIVISION OF STUDENT SERVICES, SUCH AS TRIO, SHOULD RECEIVE PARTICULAR ATTENTION. TALENT SEARCH AND EDUCATIONAL OPPORTUNITY CENTERS MAY CONTRIBUTE, BOTH IN PUERTO RICO AND ON THE MAINLAND, TO REACH STUDENTS WHO NORMALLY DO NOT HAVE FORMAL EXPERIENCE WITH HIGHER EDUCATION. BY THE SAME TOKEN, UPWARD BOUND, SPECIAL SERVICES AND OTHER PROGRAMS FOCUSING ON HISPANICS SHOULD BE ENCOURAGED AND FUNDED.

IN ADDRESSING THE HIGHER EDUCATION NEEDS OF HISPANICS, THE OFFICE OF THE ASSISTANT SECRETARY FOR POSTSECONDARY EDUCATION COULD SPONSOR A CONFERENCE BETWEEN MAINLAND COLLEGES AND UNIVERSITIES THAT SERVE A SIGNIFICANT HISPANIC ENROLLMENT AND PUERTO RICAN INSTITUTIONS SO THEY COULD EXCHANGE EXPERTISE ON PROGRAMS THAT ARE SUCCESSFUL IN REACHING AND SERVING HISPANIC STUDENTS. CLOSER TIES BETWEEN MAINLAND AND PUERTO RICAN POSTSECONDARY INSTITUTIONS COULD LEAD TO THE DESIGN AND IMPLEMENTATION OF RESEARCH AND DEVELOPMENT PROGRAMS AND THE INTRODUCTION OF TECHNICAL TRAINING AND TEACHER EXCHANGE PROGRAMS. THE EXPERTISE AND TRAINING OBTAINED FROM SUCH VENTURES COULD BE MARKETED TO LATIN AMERICAN COUNTRIES, PARTICULARLY THOSE IN THE CARIBBEAN REGION.

CARIBBEAN BASIN INITIATIVE

CLEARLY THE COLLEGES AND UNIVERSITIES OF PUERTO RICO COULD PLAY AN IMPORTANT AND CRUCIAL ROLE IN THE IMPLEMENTATION OF THE CARIBBEAN BASIN INITIATIVE. WHILE WE ALL ARE AWARE THAT THE INITIATIVE HAS NOT BEEN CLEARED BY CONGRESS, THERE IS REASON TO BELIEVE IT WILL WIN PASSAGE. AND PUERTO RICO IS POISED TO PROVIDE UNIQUE EDUCATIONAL SERVICES IN THE CARIBBEAN AS THE WORK OF THE INITIATIVE UNFOLDS.

FIRST, IT IS WELL KNOWN THAT MOST CARIBBEAN BASIN COUNTRIES HAVE LOW INCOME LEVELS, POPULATIONS WITH POORLY DEVELOPED HUMAN SKILLS, AND LIMITED TECHNOLOGICAL ADVANCEMENT. PUERTO RICO, WITH ITS HIGHLY DEVELOPED POSTSECONDARY INSTITUTIONS, COULD BE THE FOCUS OF EDUCATIONAL TRAINING PROGRAMS TO AID THE ECONOMIC DEVELOPMENT OF ITS NEIGHBORING

COUNTRIES. FOR INSTANCE, MOST CARIBBEAN COUNTRIES DO NOT HAVE THE NEEDED SUPPLY OF WORKERS ADEQUATELY TRAINED TO INSTALL, OPERATE AND MAINTAIN ADVANCED HARDWARE FOR DATA PROCESSING, COMMUNICATIONS OR INDUSTRIAL MACHINERY. MANY OF PUERTO RICO'S POSTSECONDARY INSTITUTIONS, INCLUDING THE MENDEZ FOUNDATION'S COLLEGES, CAN PROVIDE THIS NEEDED EDUCATION. WORKING IN CONJUNCTION WITH THE DEPARTMENT OF STATE, AID AND THE EDUCATION DEPARTMENT, AND WITH APPROPRIATE FUNDING, PUERTO RICAN INSTITUTIONS COULD DEVELOP AND HELP IMPLEMENT EDUCATIONAL PROGRAMS WHICH WILL MEET THE NEEDS OF THE CARIBBEAN BASIN COUNTRIES.

THIS FOUNDATION REQUESTS THE ASSISTANCE OF THIS HONORABLE COMMITTEE IN ASSURING THAT OUR STUDENTS BECOME ELIGILE FOR THE NEW $8.5 MILLION CARIBBEAN BASIN INITIATIVE SCHOLARSHIP FUNDS, PAN AMERICAN DEVELOPMENT FOUNDATION FELLOWSHIPS, O.A.S. SCHOLARSHIPS, AND MOST PARTICULARLY, THE HUBERT H. HUMPHREY NORTH-SOUTH FELLOWSHIP PROGRAM, SO AS TO PERMIT OUR OUTSTANDING GRADUATES TO PURSUE THEIR DOCTORAL ACADEMIC CAREERS.

TO MEET THE CHALLENGES OF THE PRESENT AND THE UNCERTAINTIES OF THE FUTURE, THE COLLEGES AND UNIVERSITIES OF PUERTO RICO WILL CONTINUE DEVELOPING PERCEPTIVE, IMAGINATIVE AND VIABLE ACADEMIC PROGRAMS. OUR INSTITUTIONS WILL RESPOND WITH ADMINISTRATIVE REFORMS AND IMPROVEMENTS TO ELIMINATE BUREAUCRATIC BARRIERS TO EDUCATION AND PROVIDE FLEXIBILITY AND ADAPTABILITY IN NEW SITUATIONS. REGARDLESS OF THE ADVANCES WE MAKE, FEDERAL FUNDS MUST CONTINUE TO PLAY AN ESSENTIAL ROLE IN THE FUTURE OF HIGHER EDUCATION IN PUERTO RICO.

Mr. **Corrada**. We will now listen to Dr. Antonio Miro Montilla, chancellor of the University of Puerto Rico-Rio Piedras.

As a product of the University of Puerto Rico-Rio Piedras, from which I obtained my two university degrees, a bachelor of arts in social sciences in 1956 and a juris doctor in 1959, I am glad to see a chancellor of my alma mater. Today it is true that many Puerto Ricans attend both the public and private universities.

I believe, by the way, that it is a healthy development in Puerto Rico that postsecondary education is not as entirely dependent on the public State-operated institutions as it used to be a number of years ago, because I am one of those who believes in the diversity of educational offerings and philosophies. I believe that by having this blend of the public and private institutions, we allow our students to exercise a choice in terms of the education that they want to have.

Let me say, Mr. Chairman, that for us Puerto Ricans who belong to the generation that some people call the "silent generation"—we went to school to study very, very hard, we had a good time and a lot of fun.

Mr. **Simon**. I have not noticed that silence from you.

Mr. **Corrada**. We were called the silent generation because we, I guess, devoted a lot of time to studying, a lot of time to social activities and the girls, and not so much to trying to resolve at the universities, as students, the problems that later we would be facing out in the world at large. Nevertheless, we exerted ourselves and met the challenges of that other world, even though we were silent when we were at the university.

Let me say that those who belong to my generation of Puerto Ricans remember very fondly the University of Puerto Rico because, at that time, really it was, so to speak, the institution of higher learning in Puerto Rico of which all of us were so proud, and it continues to be. Now, of course, there are others that have joined the services.

With that statement of reminiscing my times from 1952 to 1959 at the University of Puerto Rico, I welcome Dr. Miro Montilla. Of course, he was not there at the time. My two degrees are signed by my predecessor in Congress, Jaime Benitez, for whom I have great respect as an educator.

STATEMENT OF ANTONIO MIRO MONTILLA, CHANCELLOR, UNIVERSITY OF PUERTO RICO-RIO PIEDRAS

Mr. **Miro Montilla**. Good morning, Members of Congress and the subcommittee.

I have submitted written testimony which I request permission to be made part of the record.

Mr. **Corrada**. Without objection, your full testimony will be made part of the record.

Mr. **Miro Montilla**. Mr. Chairman, we are honored to have you as our alumni.

I would just like to make a few comments and emphasize one item which I feel is very important for the University of Puerto Rico, and especially for the Rio Piedras campus.

The Rio Piedras Campus of Puerto Rico is the oldest and largest unit of the University of Puerto Rico system. We just celebrated our 80th anniversary. We have 20,000 students and, as you know, we don't have many problems in terms of access for Hispanics. We have 20,000 Spanish-speaking students.

Mr. **CORRADA**. Do you discriminate against English-speaking students there?

Mr. **MIRO MONTILLA**. I was going to comment on that.

But we also share our resources so many different ways. We have interchange programs with several universities in the States. An example of this sharing of resources is that we have just completed the National Honor program semester and we have been the host university for this year. We also have similar agreements with universities in the Caribbean and Central America. By sharing these resources, we share about 1,300 faculty members with one of the best academic preparations on the whole Island of Puerto Rico.

I would like to refer especially to one point. This point I would like to read from my written testimony because I feel it is very important. It is on institutional perspective in terms of Federal student financial assistance.

While students are the direct beneficiaries of Federal student financial assistance, these programs ultimately inure to the benefit of the institutions where the students are enrolled. The trouble with the system of Federal student financial aid is that it tends to reward those institutions with higher fees and penalizes those institutions with low tuition fees.

Each year, UPR-Rio Piedras forgoes millions of dollars of indirect support from Federal student financial aid programs. We lose this support because we are committed to the concept of public higher education and believe that ability and motivation—not money—are the only legitimate qualifications for matriculation at our institution.

I believe that Congress should consider legislation to remedy the inequities in institutional support which result from highly disparate tuition levels. Specifically, I would urge Congress to consider an amendment to the Higher Education Act which would compensate UPR and other similar institutions for the indirect Federal support they forego because of their low tuition schedules. Such an amendment would not only promote equity in Federal programs, but it would also promote "cost containment" in higher education.

In my comments, I would like to express that Rio Piedras, since we don't have the problem of access, what we really emphasize is academic excellence. We need the resources to continue with this emphasis.

Thank you very much.

Mr. **CORRADA**. Thank you, Dr. Miro Montilla, for your statement.

[The prepared statement of Antonio Miro Montilla follows:]

Prepared Statement of Antonio Miro Montilla, Chancellor, University of Puerto Rico-Rio Piedras

I. HISTORY OF HIGHER EDUCATION IN PUERTO RICO AND UPR - RIO PIEDRAS

The University of Puerto Rico as a center of higher education is a product of the Twentieth Century. In 1900, an Industrial Normal School opened in Fajardo for training teachers for the public schools. It was transferred to Rio Piedras when the Normal School was incorporated by law into the University of Puerto Rico, pursuant to the disposition of the Second Legislative Assembly on March 12, 1903.

From 1903 to 1966, the UPR was a single unit headed by a Chancellor who was located at Rio Piedras. In 1966, the Legislature reorganized the UPR and created a university system comprised of autonomous units, the largest of which is the Rio Piedras campus.

The University of Puerto Rico has played a critical role in making possible Puerto Rico's rapid economic and social development -- development that has made the island a model for the Caribbean and Latin America. For over half a century, UPR at Rio Piedras was the only public institution training the teachers, scientists, scholars, lawyers, doctors, artists, government and business administrators, accountants, and other professional persons responsible for improving the quality of life enjoyed by our people. Alumni of UPR - Rio Piedras, like our Resident Commissioner in Congress Baltasar Corrada, have rendered distinguished service not only to Puerto Rico, but to the entire United States.

II. MISSION OF UPR - RIO PIEDRAS

The UPR - Rio Piedras has a three-fold mission.

The primary mission of UPR - Rio Piedras is to provide postsecondary and professional education to students. With a 1982-83 enrollment of approximately 20,000 students, Rio Piedras is by far the largest higher education facility in Puerto Rico. At the same time, our 127 degree offerings, are the most extensive and diverse in the entire Caribbean. (The degree offerings of UPR - Rio Piedras and the number of students receiving these degrees during the last four years are shown in Chart # 1.)

A second mission of UPR - Rio Piedras is to conduct basic and applied research in areas of importance to the economic and social well-being of Puerto Rico and the rest of the United States.

Federal support has been critical to UPR's research program. For example, the National Science Foundation has given UPR - Rio Piedras a $2.7 million four year grant (matched by $2.3 million from UPR) to establish a Resource Center for Science and Engineering at the university. To accomplish its objective of increasing the number of Puerto Ricans in the fields of science and engineering, the Resource Center has emphasized research activities. The Center's impact is demonstrated by the success of the Puerto Rican student delegation at the 34th International Science Fair held in Albuquerque, New Mexico. The Puerto Rican delegation received 33 awards for the excellence of their student research projects. Students from only one state, Florida, received a larger number of excellence awards.

The third mission of UPR - Rio Piedras is to provide educational programs, technical assistance, and other services to the non-university community, its people and institutions. Our training and technical assistance program funded under Headstart, for example, prepares teachers and aides to serve our pre-school population. The success of our Headstart training and technical assistance program is attested to by petitions for similar services received by UPR - Rio Piedras from St. Croix, St. Thomas, and the Dominican Republic.

The UPR - Rio Piedras views its community service responsibility in broad terms. We recognize that we possess unique resources and that we must share these resources with the U.S. mainland and other countries in the region.

Members of this Subcommittee, particularly Chairman Simon and Representative Coleman, are aware of one of UPR - Rio Piedras' efforts to share resources -- in this case linguistic resources. I am referring to our plans to develop with Georgetown University a Congressional Language Institute which would provide foreign language instruction on Capitol Hill to Members of Congress, their spouses, and professional staff. This project, which takes advantage of our tradition of bilingualism and the extensive experience of the staff of our Multilingual and Multicultural Institute, is extremely important and exciting.

As a final example of the far-reaching nature of our community service program, I would cite the Center for Caribbean Studies which was established at UPR - Rio Piedras in 1960. The purpose of this inter-disciplinary Center is to conduct and disseminate research on cultural, economic, educational, and political topics of particular interest in the Caribbean basin. In addition to individual studies, the Center publishes an annual report entitled Caribbean Studies and a "Caribbean Monthly Bulletin".

III. EQUAL OPPORTUNITY & ACADEMIC EXCELLENCE: GUIDING PRINCIPLES OF UPR - RIO PIEDRAS

There are two fundamental principles -- equal opportunity and academic excellence -- which are the foundation of the UPR - Rio Piedras. Although these principles are related and converge in the policies and programs of the UPR - Rio Piedras, I would like to discuss them separately.

Equal Opportunity

The UPR's commitment to equal opportunity is operationalized in several basic ways. First, and most importantly, the tuition fee schedule of UPR - Rio Piedras is designed to ensure that students, regardless of economic background or circumstance, have an opportunity to pursue postsecondary education. Our tuition fees -- $15 per undergraduate credit hour and $45 per graduate credit hour -- are among the lowest, and may be the lowest of any American institution of higher education.

Our current tuition schedule is relatively new; until last year, tuition at UPR - Rio Piedras was $5 per undergraduate credit hour and $15 per graduate credit hour. When tuition was increased last year, the UPR established a new scholarship fund to help needy undergraduate and graduate students. This year alone, the Rio Piedras scholarship fund provided more than $1.5 million to financially needy students. UPR's tuition schedule together with the scholarship program ensures that students are not prevented from attending our university because of a lack of money.

Our commitment to equal opportunity, however, extends to other areas. As you can see from the attached Chart # 2, there are 3,841 staff members at UPR - Rio Piedras. Our staff is almost perfectly divided by sex. Women on our staff, unlike at many other institutions, are not confined to subordinate positions; women occupy virtually one-half of the teaching positions in the university and slightly more than one-half of the administrative positions at UPR - Rio Piedras.

Additional evidence of UPR - Rio Piedras' commitment to equal opportunity concerns our efforts to ensure that handicapped students have access to our programs. In that regard, UPR - Rio Piedras's efforts to remove architectural barriers were cited by the Governor's Commission on the Handicapped as a model for other institutions in Puerto Rico.

Academic Excellence

Our commitment to equal opportunity is only matched by our commitment to acadmic excellence. This commitment is operationalized through a number of basic policies.

First, UPR - Rio Piedras maintains high, but fair, admissions standards. These standards are meant to ensure that our students are academically prepared to meet the educational challenges presented in our programs.

Second, we have acted to limit the number of students enrolled at UPR - Rio Piedras. From a peak enrollment of 26,000 students in 1973-74, we have reduced and stabilized our enrollment at approximately 20,000.

Third, while many institutions have reduced degree course requirements and have increased the number of elective courses.

UPR - Rio Piedras continues to require all students to complete a comprehensive 66 - 72 hour general education program prior to enrolling in elective courses. Under the general education program, all students are required to complete the following program of study:

Spanish	12 hours
English	12 hours
Humanities	12 hours
Natural Sciences	12 hours
Social Sciences	12 hours
Mathematics	6 - 12 hours

Fourth, UPR - Rio Piedras has taken care to ensure that its programs are fully accredited. Rio Piedras has maintained its institutional accreditation from the Middle States Association of Colleges and Secondary Schools since 1946. Additionally, 20 of the University's specialized degree programs have been accredited by 10 different accrediting agencies. No other institution of higher education in Puerto Rico, public or private, enjoys such recognition for such a variety of academic offerings.

IV. FEDERAL STUDENT FINANCIAL ASSISTANCE

Student Perspective

Thanks to Federal programs of student financial assistance, higher education, once the exclusive privilege of the economically elite, is available to most American students. In Puerto Rico, where the annual per-capita income is only approximately one-third of the U.S. average, Federal student aid programs are absolutely essential to ensure access to higher education.

At UPR - Rio Piedras, more than 60% of our students depend upon Federal financial aid to defray the cost of their education. Without this assistance, they could not afford the instruction they need to develop to their fullest capacity. One of the reasons why the proportion of students receiving Federal aid at UPR - Rio Piedras is lower than at some other postsecondary institutions in Puerto Rico is that our tuition is so low.

Institutional Perspective

While students are the direct beneficiaries of Federal student financial assistance, these programs ultimately inure to the benefit of the institutions where the students are enrolled. The trouble with the system of Federal student financial aid is that it tends to reward those institutions with higher fees and penalizes those institutions with low tuition fees.

Each year, UPR - Rio Piedras forgoes millions of dollars of indirect support from Federal student financial aid programs. We lose this support because we are committed to the concept of public higher education and believe that ability and motivation -- not money -- are the only legitimate qualifications for matriculation at our institution.

Legislative Recommendation

I believe that Congress should consider legislation to remedy the inequities in institutional support which result from highly disparate tuition levels. Specifically, I would urge Congress to consider an amendment to the Higher Education Act which would compensate UPR and other similar institutions for the indirect Federal support they forego because of their low tuition schedules. Such an amendment would not only promote equity in Federal programs, but it would also promote "cost-containment" in higher education.

V. UPR - RIO PIEDRAS: UNMET NEEDS

The ability of UPR - Rio Piedras to meet the instructional needs of its students and to serve as a model of higher education in Puerto Rico and throughout the Caribbean is threatened by a lack of resources and a growing list of unmet needs. Let me cite just a few examples.

Buildings: The Rio Piedras campus, comprised of over 2,700,000 square feet of building area on approximately 280 acres of land, is in dire need of maintenance, improvement, and preservation. The cost of the work that must be done simply to maintain our existing physical plant is staggering.

Facilities and Equipment: Although the Rio Piedras university library serves as the general public library of Puerto Rico, acquisitions have not kept pace with our programmatic needs much less with the expansion of published information. Similarly, our research and instructional laboratories lack modern, much less "state of the art" equipment.

Faculty: UPR's relatively low salary scale has made it difficult for us to attract and retain the most qualified faculty. Each year, we lose some of our most talented faculty to mainland universities and to private corporations located both here and on the mainland.

Student Services: Because of budget restrictions, we cannot provide all of the supportive services which our students need. Areas of dire need include assistance for handicapped students (e.g., readers for blind students, sign-language interpreters, etc.) and counselling and placement services for all students, but especially for educationally disadvantaged and "non-traditional" students.

VI. PENDING FEDERAL LEGISLATION & ISSUES

Mr. Chairman, you and your colleagues on the Subcommittee must be commended for your efforts to improve the quality of American education. These efforts are desperately needed, for we are, to borrow a popular phrase, "a nation at risk."
Two bills pending in Congress, H.R. 1310 and H.R. 2708, help to minimize the risk facing our society.

As passed by the House, H.R. 1310 would provide a sorely needed infusion of resources in the critical areas of math, science, and foreign language education. Unless we act now to train and retrain teachers in these subject areas, our youth will not be able to comprehend, much less cope with, the technology of tomorrow. The UPR - Rio Piedras appreciates the magnitude of this task and is committed to its achievement.

Because of Puerto Rico's tradition of bilingualism, we have a special appreciation of the importance of language education. Although the restrictions imposed on the foreign language component of H.R. 1310 are, in our view, regretable, we trust that Congress will recognize the need to preserve and expand our linguistic resources and will pass H.R. 2708. As you have told the public so many times, Mr. Chairman, investment in language education is more than cost-effective: it is necessary for global understanding and world peace.

Finally, I want to commend the Chairman for focusing attention on the often hidden problem of illiteracy. Many adults in Puerto Rico are not literate in our language -- Spanish. English language illiteracy is an even more serious problem in Puerto Rico. The cost of illiteracy -- in individual, economic and social terms -- is far higher than the price of education. Accordingly, we intend to follow closely your work on this important topic and are prepared, Mr. Chairman, to assist you in publicizing and remedying this fundamental educational problem.

VII. UPR'S LINKAGE WITH THE PRIVATE ECONOMIC SECTOR

UPR - Rio Piedras, as a single educational unit, is the largest supplier of the trained professionals needed by Puerto Rican business and industry. The relationship between UPR - Rio Piedras and the private economic sector, however, is weak.

For too long, there has been an assumption that support of UPR - Rio Piedras is the exclusive responsibility of the government. Last year, UPR - Rio Piedras received less than $160,000 from private foundations and corporations. At the same time, our faculty and staff have not always shown an interest in the needs of business and industry.

In the months ahead, I will work to develop a partnership between UPR - Rio Piedras and the private economic sector which is comprised of local businesses and subsidiaries of national and international corporations.

To be effective, this partnership must be reciprocal and must facilitate the sharing of resources, intellectual and financial. At the same time, the partnership must recognize and respect the divergent institutional interests of the university and the business community. Unless this partnership is established, our students will not be prepared to assume productive roles in our developing economy, and our economic institutions will not be responsive to the cultural and social needs of our people.

DEGREES GRANTED RIO PIEDRAS CAMPUS

Schools and Degrees	1978-79	1979-80	1980-81	1981-82	1982-83
TOTAL	3,657	3,595	3,650	3,032	*
BUSINESS ADMINISTRATION	872	815	830	675	*
MBA Business Administration	5	8	9	7	*
BBA	640	639	614	526	*
B Sec. Sciences	192	150	192	132	*
Associate Degree	35	18	15	10	*
ARCHITECTURE	35	62	38	45	*
*M. Arch.	11	18	6	21	*
*B. Arch.	2	1	-	-	*
*B. Environmental Design	22	43	32	24	*
LIBRARY SCIENCES MLS	24	29	12	11	*
NATURAL SCIENCES	479	464	556	442	*
*Ph.S. Chemistry	2	6	4	4	*
M.S. Biology - Ph.D.	13	8	5	22	*
*M.S.Physics- Ph.D.	4	4	2	4	*
M.S.Chemistry	2	5	3	3	*
M.S.Mathematics -	5	3	2	3	*
BS	453	438	540	406	*
BA	-	-	-	-	*
SOCIAL SCIENCES	835	800	915	778	*
MA Economics	1	2	2	4	*
MA Psychology - Ph.D.	15	7	7	19	*
*MPA Public Administration	66	65	97	65	*
MRC Rehabilitation Counselling	28	30	18	21	*
*MSW Social Work	49	63	74	57	*
BA	676	633	717	612	*
Certificate General Prog. Rehabilitation	-	-	-	-	*
SCHOOL OF COMMUNICATIONS	12	35	51	54	*
* MA	-	2	-	1	*
BA	12	33	51	53	*
LAW - J.D.	125	135	107	109	*
GENERAL STUDIES - B.A.	16	15	21	18	*
HUMANITIES	215	255	216	186	*
* Ph.D. Hispanic Studies	6	2	5	2	*
MA Hispanic Studies	3	11	7	8	*
*MA Philosophy	-	1	3	5	*
MA History - Ph.D.	3	4	6	1	*
MA English	4	5	1	-	*
MA Linguistics	1	1	-	4	*
*MA Comparative Lit.	3	1	3	-	*
MA Translation	6	11	12	5	*
BA	189	219	179	161	*
**EDUCATION	1,034	965	903	700	*
M. Education	115	112	97	86	*
BA Home Economics	34	49	21	13	*
BA Elementary Education	335	281	257	184	*
BA Secondary Education	422	408	431	331	*
BS Home Economics	128	115	118	88	*
PLANNING M.P.	10	20	1	14	*

*Offered only at Río Piedras Campus.
**D.Ed. Program was started last year.

Budget Office
March 24, 1983

UNIVERSITY of PUERTO RICO
RIO PIEDRAS CAMPUS

P-5-01

Personnel Office

PERSONNEL SERVING IN THE RIO PIEDRAS CAMPUS OF the UNIVERSITY OF PUERTO RICO CLASSIFIED BY TASK, ACADEMIC PREPARATION AND SEX

Academic Year 1982-83

TASK CLASSIFICATION	TOTALS			ACADEMIC PREPARATION AND SEX											
				Doctoral Degree			Masters' Degree			Bachelor's Degree			Less than Bachelor's Degree		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Totals	3,841	1,920	1,921	453	294	159	1,003	412	591	599	231	368	1,786	983	803
TEACHING	1,299	653	646	443	287	156	832	354	478	22	12	10	2	-	2
Academic	1,114	582	532	424	281	143	679	294	385	11	7	4	-	-	-
Researchers	17	10	7	4	2	2	12	7	5	1	1	-	-	-	-
Librarians	69	11	58	1	-	1	67	11	56	1	-	1	-	-	-
Service Contracts	97	50	47	14	4	10	72	42	30	9	4	5	2	-	2
Combined Service Contracts	2	-	2	-	-	-	2	-	2	-	-	-	-	-	-
NON-TEACHING	2,273	1,087	1,186	9	6	3	164	55	109	467	166	301	1,633	860	773
Administrative	2,123	1,016	1,107	4	3	1	142	45	97	419	146	273	1,558	822	736
Service Contracts	139	62	77	3	1	2	14	4	10	47	19	28	75	38	37
Positions of Trust	11	9	2	2	2	-	8	6	2	1	1	-	-	-	-
OTHERS	121	58	63	1	1	-	7	3	4	110	53	57	3	1	2
Research Assistants	15	9	6	1	1	-	3	1	2	8	6	2	3	1	2
Teaching Assistants	106	49	57	-	-	-	4	2	2	102	47	55	-	-	-
IRREGULAR (wages)	148	122	26	-	-	-	-	-	-	-	-	-	148	122	26

SOURCE: Roster of university personnel - Rio Piedras Campus - October 31, 1982

December 3, 1982

#2

Mr. CORRADA. Now we will listen to the statement of Dr. Ramon Cruz, President of the Inter American University.

Dr. Cruz is a distinguished Puerto Rican educator who formerly was Secretary of Education of Puerto Rico and, of course, he has devoted his entire life to the field of education. He is one of our outstanding educators and now is President of Inter American University, which is a private institution. We welcome you, Dr. Cruz. You may proceed with your testimony.

STATEMENT OF RAMON CRUZ, PRESIDENT, INTER AMERICAN UNIVERSITY

Mr. CRUZ. Thank you, Mr. Chairman. It is a privilege to have this opportunity to appear before this subcommittee. I am also pleased to say that this committee has always been very friendly and helpful to our cause.

This time I am appearing here on behalf of the Inter American University. I want to say that I have already sent you my written testimony which I am not going to read. I would simply present an oral statement.

Mr. CORRADA. Without objection, the entire testimony of Dr. Cruz will be made part of the record.

Mr. CRUZ. Thank you.

Inter American University, which is the largest private university in Puerto Rico and, I believe, the largest in the Western Hemisphere, was founded in 1912. It operates 10 academic units throughout the island. It has 40 percent of the enrollment in the private sector.

By the way, I should state that in Puerto Rico, it is different than any State in the Nation. The private sector has more than 60 percent of the total enrollment in postsecondary education.

The Inter American University is also the only institution with an all-English postsecondary program.

I would like to begin by saying that Puerto Rico has had a tremendous growth in postsecondary enrollment in the last decade. In this place in particular, being in a postsecondary institution is a kind of employment. If you examine the employment figures in Puerto Rico, you can testify to that. In the 16 to 19 age bracket, the unemployment rate is 58.1 percent. If we were to send out all of our students because of financial problems, Puerto Rico would really face a crisis.

In Puerto Rico there is also no tradition for donations to private education. This statement was made here before. I would like to say that Inter American already has the largest endowment, and it doesn't amount to more than $4 million. Ninety percent of our income comes from tuition. Eighty percent of our students are eligible for Pell grants.

I would like to take the opportunity at this time to stress the importance of several of the Federal education programs. I would strongly endorse the continuation of the TRIO programs. I believe they are performing a good service in Puerto Rico and we at Inter-American have benefited from this program.

I would also like to endorse programs of the National Science Foundation, especially in the programs related to laboratories and equipment. I will stress this point because I believe that, in our postsecondary institutions, we have a tremendous lack of research in the science and technology area.

I would also like to endorse any additional effort to strengthen Title III, and specifically on two sides—one, mentioned before to develope some kind of endowment fund for universities, and the second to focus on mathematics and science, fields in which we are in the same boat as you are on the mainland.

In terms of staff development, I believe you are aware of the fact that it is difficult in Puerto Rico to develop opportunities for staff development, especially in the science and math and technology area. Very few of our faculty can get degrees here locally. The University of Puerto Rico has a limited program, but very few graduates come out of it. Therefore, going to the States to get a master's degree or a Ph. D. is extremely difficult and expensive. Any program that would help us in staff development in these particular areas would be very much appreciated.

We also want to have opportunities for training of university administrators. In Puerto Rico—I have been 36 years in education—we simply learn by doing here. We are simply dumped into an administration of institutions, and we lack intensive training programs for university administration.

I would also like to endorse and, if possible, ask for help in the physical plant area. As you know, this matter was stated before, in Puerto Rico, with continued increasing enrollment, different from any State in the Nation, we are facing a difficult situation in financing the construction of new buildings. I can testify to that because the Inter American University has been going through a construction program in the last 6 years, and we have had to secure loans at high interest rates.

I would also like to state, finally, that I believe strongly—not only for InterAmerican, but for all postsecondary institutions in Puerto Rico—the biggest issue we are facing at this moment is the issue of the quality of education. If you were to transfer the recommendations of the three commissions which have public support on the mainland—the Commission on Excellence in Education, the other commission chaired by Governor Hunt of North Carolina, and the report by the American Council of Education on the question of quality of postsecondary education—I believe you can transfer those reports truly to Puerto Rico. In the case of evidence of this nature, our college board course follows exactly the same path that the SAT has followed in the States.

Therefore, I believe that we have to do a lot in terms of improving the quality of our educational product. Whatever can be done for Federal aid to do that, I believe will be for the benefit of Puerto Ricans who are now trying to find an education as one way of developing their own resources and, of course, developing the resources of this small island.

Thank you so much, Mr. Chairman.

Mr. CORRADA. Thank you, Dr. Cruz, for your testimony.

[The prepared statement of Ramon Cruz follows:]

Prepared Statement of Ramon A. Cruz, President, Inter American University of Puerto Rico; President, Council of Postsecondary Institutions of Puerto Rico

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE

MY NAME IS RAMON A. CRUZ. I AM THE PRESIDENT OF INTER AMERICAN UNIVERSITY OF PUERTO RICO, THE LARGEST PRIVATE INSTITUTION OF POSTSECONDARY EDUCATION IN PUERTO RICO. OUR INSTITUTION SERVES OVER THIRTY SEVEN THOUSAND STUDENTS. THESE STUDENTS ARE FORTY PERCENT (40%) OF THE TOTAL ENROLLMENT AT PRIVATE ACCREDITED INSTITUTIONS IN PUERTO RICO. I AM ALSO HERE ON BEHALF OF THE COUNCIL OF POSTSECONDARY EDUCATION OF PUERTO RICO WHICH INCLUDES ALMOST ALL PRIVATE INSTITUTIONS ON THE ISLAND AND SERVES OVER NINETY THOUSAND STUDENTS HERE ON THIS ISLAND.

I AM HERE TODAY TO PRESENT OUR VIEWS ABOUT THE ROLE OF THE FEDERAL GOVERNMENT IN PRIVATE POSTSECONDARY EDUCATION AND ITS EFFECTS ON THE FUTURE OF OUR STUDENTS AND OUR SOCIETY.

FIRST, IT IS VERY IMPORTANT THAT YOU KNOW THAT PRIVATE INSTITUTIONS IN PUERTO RICO SERVE, PRIMARILY, UNDERPRIVILEDGED, ECONOMICALLY DEPRIVED YOUTHS AND ADULTS WHO, IN MOST CASES, ARE NOT ABLE TO ATTEND PUBLIC INSTITUTIONS. AS A MATTER OF RECORD, OVER NINETY PERCENT (90%) OF THE STUDENTS AT PRIVATE INSTITUTIONS MUST DEPEND ON SOME SORT OF FINANCIAL AID TO HELP DEFRAY THEIR COSTS OF ATTENDANCE. IT IS BECAUSE OF THE SPECIAL CHARACTERISTICS OF THESE STUDENTS SERVED, THAT PRIVATE INSTITUTIONS MUST CONSTANTLY IMPROVE THEIR SERVICES TO SUIT THEIR STUDENTS' NEEDS. FOR THESE STUDENTS EDUCATION CONTINUES TO BE THE ONLY WAY THEY CAN FIGHT POVERTY AND ATTAIN SOCIAL EQUALITY. IN PUERTO RICO, STATISTICS REVEAL THAT OVER FIFTY SEVEN PERCENT (57%) OF ALL INDIVIDUALS EMPLOYED HAVE THIRTEEN OR MORE YEARS OF SCHOOLING. THE SITUATION IS AGGRAVATED BY THE FACT THAT THE ISLAND'S ECONOMY HAS STILL NOT RECOVERED FROM A RECESSION THAT

BEGAN IN 1973. AS OF THIS MONTH THE OVERALL UNEMPLOYMENT RATE IS 22.4%, WHILE THE FIGURE FOR THOSE BETWEEN 16 AND 19 YEARS OF AGE IS AN ALARMING 58.1%.

A YEAR AGO, ALL PRIVATE INSTITUTIONS IN PUERTO RICO WERE SHAKEN BY THE MERE THREAT OF DRASTIC CUTS IN FEDERAL FINANCIAL AID TO STUDENTS. AT THAT TIME, WE HAD TO FACE UP TO THE REALITY OF OUR COMPLETE DEPENDENCE ON TUITION TO MAINTAIN THE FINANCIAL SOLVENCY OF OUR INSTITUTIONS. THESE CIRCUMSTANCES HAVE STILL NOT CHANGED, AND WE MUST CONSTANTLY BE ALERT TO ANY REDUCTIONS IN CAMPUS BASED PROGRAMS. OUR POSITION WAS AND WILL CONTINUE TO BE THAT ANY REDUCTIONS IN FEDERAL FINANCIAL ASSISTANCE WILL HURT MOST THOSE STUDENTS WHO HAVE THE GREATEST NEED. ANY REDUCTIONS IN FEDERAL AID WILL FORCE THOUSANDS OF NEEDY STUDENTS TO GIVE UP THEIR PLANS FOR A COLLEGE EDUCATION.

SUCCESSES AND FAILURES OF FEDERAL EDUCATION PROGRAMS

WE CONTINUE OUR ENDORSEMENT OF THE TRIO PROGRAMS. THESE ACTION ORIENTED PROGRAMS HAVE PROVEN TO BE HIGHLY EFFECTIVE IN PREVENTING LOW ACHIEVERS FROM DROPPING OUT OF SCHOOL. THERE IS A GREAT NEED FOR THE EXPANSION OF THESE PROGRAMS, SPECIALLY IN THE AREAS OF SCIENCE AND MATHEMATICS WHERE TUTORIAL AND REMEDIAL ASSISTANCE IS BOTH DIFFICULT AND EXPENSIVE. WE RECOMMEND INCREASED SUPPORT FOR THESE PROGRAMS AND THE ADDITION OF SPECIAL SERVICES PROGRAMS IN THE AREAS OF MATHEMATICS AND SCIENCE.

THE NATIONAL SCIENCE FOUNDATION HAS BEEN INSTRUMENTAL IN THE DEVELOPMENT OF LABORATORY FACILITIES AT MINORITY INSTITUTIONS. ACTIVITIES SPONSORED THROUGH THE MINORITY INSTITUTIONS SCIENCE IMPROVEMENT PROGRAM (MISIP) AND THE COMPREHENSIVE ASSISTANCE TO UNDERGRADUATE SCIENCE EDUCATION (CAUSE) HAVE PROVIDED A MEASURE OF HELP IN ACQUIRING LABORATORY MATERIALS AND EQUIPMENT AND ORGANIZING NEW PROGRAMS. WE RECOMMEND THE REAUTHORIZATION OF THE INSTRUCTIONAL SCIENTIFIC EQUIPMENT PROGRAM (ISEP) AT A HIGHER

LEVEL OF FUNDING AND WITH SPECIFIC AREAS OF CONCERN FOR MINORITY INSTITUTIONS. IN THE PAST ISEP WAS THE ONLY AVAILABLE SOURCE FOR FINANCING SCIENTIFIC EQUIPMENT.

THE PROGRAM FOR STRENGTHENING DEVELOPING INSTITUTIONS HAS BEEN INSTRUMENTAL IN IMPROVING PRIVATE INSTITUTIONS IN PUERTO RICO. HOWEVER, BECAUSE OF CURRENT FUNDING LEVELS AND THE LACK OF A SPECIFIC HISPANIC INSTITUTIONS, SET ASIDE, THIS PROGRAM HAS NOT BEEN AS EFFECTIVE AS DESIRED HERE IN PUERTO RICO. ALSO, BECAUSE OF THE LIMITATIONS IMPOSED ON THE ACQUISITION OF CAPITAL EQUIPMENT, IT HAS NOT BEEN POSSIBLE TO CONSIDER LONG RANGE DEVELOPMENT IN THE AREAS OF NATURAL SCIENCE AND APPLIED SCIENCE. IT IS IMPERATIVE THAT TITLE III BE REDIRECTED TO ALLOW FOR CONTINUED MULTI-YEAR FUNDING WHILE PROVIDING AN OPTION FOR LIMITING THE SCOPE OF FUNDED PROJECTS. FOR EXAMPLE, I SUGGEST FOCUSING ON MATH AND SCIENCE PROGRAMS WITH THREE YEARS OF GUARANTEED FUNDING. ACTUALLY, BECAUSE OF THE WAY REGULATIONS ARE WRITTEN, WE ARE FORCED TO SCATTER RESOURCES OVER FIVE OR SIX DIFFERENT ACTIVITIES.

WE COULD CONTINUE FOR HOURS DISCUSSING INDIVIDUAL CASES OF FAILURES AND SUCCESSES, BUT INSTEAD, IT MAY BE MORE PRODUCTIVE TO TALK ABOUT WHAT WE CONSIDER TO BE THE MOST IMPORTANT SHORTCOMINGS IN FEDERAL EDUCATION PROGRAMS AS THEY RELATE TO HISPANIC INSTITUTIONS. YOU NOTICED THAT WE ARE NOT REFERRING HERE TO THE WORD FAILURE, BUT TO SHORTCOMINGS. WE REFER TO THE LACK OF A COMPREHENSIVE APPROACH TO THE ROLE OF FEDERAL EDUCATION PROGRAMS IN REGARD TO THE NEEDS OF HISPANICS IN GENERAL. POPULATION TRENDS INDICATE THAT IN THE NEXT DECADE HISPANICS WILL PROBABLY CONSTITUTE THE LARGEST MINORITY GROUP IN THE NATION. WE SUGGEST THAT THE TIME HAS COME FOR THE INCEPTION OF AN HISPANIC INITIATIVE IN POSTSECONDARY EDUCATION. PERHAPS, WE HAVE JUST WITNESSED A MODEST BEGINNING OF SUCH AN INITIATIVE IN THE RECENT SPECIAL TITLE III $5 MILLION COMPETITION. THE TIME HAS COME FOR THE CREATION OF SPECIAL HISPANIC SET ASIDES THAT WILL GUARANTEE HISPANIC PARTICIPATION IN FEDERAL PROGRAMS.

SPECIAL NEEDS OF PRIVATE INSTITUTIONS IN PUERTO RICO

A. PERSONNEL DEVELOPMENT IN SPECIFIC AREAS

THE CONSTANT CHANGES IN THE WORLD OF WORK HAVE POSED NEW CHALLENGES TO PRIVATE INSTITUTIONS IN PUERTO RICO WHICH DO NOT RECEIVE ANY DIRECT FINANCIAL ASSISTANCE FROM STATE SOURCES AND WHICH ALSO LACK SIGNIFICANT ENDOWMENTS OR SOURCES OF INCOME, OTHER THAN TUITION. THE FACT IS THAT NEW TECHNOLOGY DEMANDS THAT OUR STUDENTS BE WELL PREPARED IN THE FIELDS OF NATURAL SCIENCE, MATHEMATICS AND APPLIED SCIENCE. WE ARE FACED IN THIS AREA WITH TWO MAJOR DIFFICULTIES: FIRST, OUR STUDENTS ENTER WITH SERIOUS DISADVANTAGES IN THESE AREAS AND REMEDIAL INSTRUCTION IS REQUIRED. THIS MEANS WE MUST PROVIDE EXPENSIVE ADDITIONAL RESOURCES. SECONDLY, FACULTY DEVELOPMENT IN THESE AREAS CONTINUES TO BE A COSTLY ENDEAVOR. IT IS URGENT THAT EFFORTS BE MADE TO GUARANTEE THAT PRIVATE INSTITUTIONS PARTICIPATE FULLY IN RECENTLY ENACTED INITIATIVES FOR EXCELLENCE IN THESE AREAS. WE SUGGEST THE CREATION OF NEW PROGRAMS, OR A REDIRECTION OF PROGRAMS CURRENTLY FUNDED THROUGH THE NATIONAL SCIENCE

FOUNDATION, THE DEPARTMENT OF EDUCATION AND OTHER FEDERAL AGENCIES, TO REIMBURSE UNIVERSITIES FOR THE EXCESSIVE COSTS INVOLVED IN PREPARING SCIENCE AND MATHEMATICS FACULTY MEMBERS. WE SUPPORT ANY EFFORT DIRECTED AT PROVIDING TO POSTSECONDARY EDUCATION INSTITUTIONS THE ADDITIONAL COSTS INVOLVED IN ATTRACTING QUALIFIED INDIVIDUALS FROM PRIVATE INDUSTRY TO SERVE AS FACULTY MEMBERS. WE ALSO SUPPORT ANY INITIATIVE DIRECTED AT PROVIDING SPECIAL INCENTIVES TO MATH AND SCIENCE FACULTY MEMBERS ENGAGED IN GRADUATE WORK OR IN RESEARCH. ONE WAY TO MAKE THESE EFFORTS POSSIBLE WOULD BE TO PROVIDE SPECIAL SCHOLARSHIPS OR LOANS TO FINANCE THE TREMENDOUS COSTS OF GRADUATE WORK. PLEASE REMEMBER THAT PUERTO RICO IS ISOLATED FROM MAINLAND GRADUATE SCHOOLS WHERE SUCH TRAINING IS POSSIBLE.

B. FINANCIAL STABILITY

THE LACK OF SUBSTANTIAL ENDOWMENTS, INCREASED COSTS OF OPERATION AND THE ABSENCE OF SIGNIFICANT SUBSIDIES FOR EQUIPMENT HAVE BEEN CONSTANT FACTORS IN DETERRING THE STABILIZATION OF PRIVATE INSTITUTIONS IN PUERTO RICO. WE PROPOSE THE CREATION OF

A GENERAL ENDOWMENT FUND PROGRAM BY MEANS OF WHICH THE FEDERAL GOVERNMENT WOULD LOAN FIFTY PERCENT (50%) OF THE INITIAL INVESTMENT TO POSTSECONDARY INSTITUTIONS WHICH IN TURN WOULD CONTRIBUTE FIFTY PERCENT (50%). THESE RESOURCES WOULD ONLY BE USED TO ENABLE INSTITUTIONS TO DEVELOP THEIR ENDOWMENT FUNDS. THEY WOULD BE USED AS A LOAN FROM THE FEDERAL GOVERNMENT TO BE PAID BACK FROM INCOME GENERATED FROM INVESTMENTS. SINCE WHAT IS PROPOSED IS A LONG TERM CHALLENGE LOAN TO BE MATCHED BY THE INSTITUTIONS, THERE WOULD ACTUALLY BE NO COST TO THE GOVERNMENT IN THE LONG RUN. PERHAPS, THE TITLE III CHALLENGE GRANT PROGRAM COULD BE REDIRECTED TOWARD THIS END.

C. MAINTENANCE AND CONSTRUCTION OF PHYSICAL PLANT

THIS IS, PERHAPS, ONE OF THE AREAS IN WHICH PRIVATE INSTITUTIONS HAVE SUFFERED THE MOST DURING THE LAST YEARS. WE HAVE GONE THROUGH A PERIOD IN WHICH, WITHOUT ANY FEDERAL PROGRAMS AT HAND, WE HAVE HAD TO PAY INTEREST RATES BETWEEN 14 TO 18 PER CENT. THIS HAS LIMITED ANY REAL POSSIBILITIES FOR A STRONG CONSTRUCTION PROGRAM. IT IS PROPOSED THAT THE RENOVATION AND

IMPROVEMENT OF THE COLLEGE HOUSING PROGRAM BE CONSIDERED, IN ORDER TO MAKE IT MORE FLEXIBLE, ESPECIALLY IN TERMS OF THOSE RENOVATIONS AND ALTERATIONS WHICH ARE AIMED AT SAVINGS IN ENERGY CONSUMPTION OR OTHER SIMILAR TYPES OF CAMPUS IMPROVEMENT. IT IS ALSO PROPOSED THAT THE COLLEGE FACILITIES DIVISION OF THE FEDERAL DEPARTMENT OF EDUCATION BE ADEQUATELY FUNDED, SINCE THE CONSTRUCTION AND RENOVATION OF CAMPUS FACILITIES NOT ONLY BENEFITS THE COLLEGE STUDENT BODY, BUT ALSO GENERATES EMPLOYMENT AND OTHER SORTS OF ECONOMIC ACTIVITY.

D. ADMINISTRATION

THE ECONOMIC CRISIS OF THE LAST YEARS HAS TAUGHT US THAT IN ORDER TO SURVIVE, IT IS NECESSARY TO HAVE THE MOST TALENTED ADMINISTRATORS AVAILABLE. THE TRAINING OF OUR ADMINISTRATORS HAS ALWAYS BEEN A VERY DIFFICULT AND EXPENSIVE TASK. I SUGGEST THIS AS AN INVESTMENT OF FEDERAL DOLLARS THAT WOULD, IN THE LONG RUN BE BENEFICIAL FOR ALL. AGAIN, LET ME REMIND YOU OF PUERTO RICO'S ISOLATION FROM GRADUATE SCHOOLS ON THE MAINLAND WHERE WE

HAVE TO SEND OUR ADMINISTRATORS FOR TRAINING. PERHAPS, TITLE III SHOULD INCLUDE A SET ASIDE, ADEQUATELY FUNDED, STRICTLY FOR PROFESSIONAL DEVELOPMENT OF ADMINISTRATORS.

SUMMARY

IN CLOSING, MAY I AGAIN POINT OUT THE NEED FOR THE DEFINITION OF THE ROLE OF FEDERAL AGENCIES AS IT RELATES TO OUR HISPANIC PEOPLE. SUCH AN HISPANIC INITIATIVE MUST TAKE IN CONSIDERATION OUR CULTURAL HERITAGE, AND OUR MOST URGENT NEEDS. IT IS SOMETHING THAT HAS BEEN DONE IN THE PAST FOR OTHER MINORITIES. WE URGE YOU TO CONSIDER IT IN THE AREA OF POSTSECONDARY EDUCATION. IT IS BADLY NEEDED.

THANK YOU

Mr. CORRADA. I would like to ask you if you have explored—this question may be answered by any of the two of you who are in the private sector—have you explored the possibility of availing yourselves of the UDAG, the urban development action grant program, to obtain some help to financing of construction projects at your institutions?

Mr. CRUZ. Yes, we have. At this moment, we have just finished a building project at a college in Guayama for which we secured a $500,000 loan from UDAG. The second instance was in Ponce where we are starting a new building. There we have a $900,000 loan. But those are the only two instances in which we have been able to secure some help at a lower cost.

Mr. CORRADA. Normally, how do you finance the expansion or construction of your facilities?

Mr. CRUZ. In our case, we have gone to the private sources of banking and the commercial sources. The largest project of ours was the Metropolitan Campus in San Juan. There we had to secure a loan from the Bank de Ponce.

Mr. CORRADA. In some of your construction in the areas outside the large metropolitan areas, have you also explored the possibility of financing through the farmers home administration program?

Mr. CRUZ. Yes. We have attempted that, but we have not been successful.

Mr. MENDEZ. In our case, we have had a loan approved from UDAG for a project for the Puerto Rican Junior College of $6 million. UDAG approved $1.4 million.

In terms of Farmers Home, we got a loan for the Unversidad Del Turabo for $5 million, 40 years, 5 percent. But now the priorities for that type of money are very low and, when we went again to Farmers, they changed the qualifications and there is no way we can tap that source. That was a very good resource because it was helping construction in rural areas, it was helping the construction industry in Puerto Rico. It is a matter of perhaps seeing that they changed the priorities, but it is unavailable at this moment.

Mr. CORRADA. Dr. Miro Montilla, how do you face at the University of Puerto Rico the problems related to the need for expansion, if there is any, of your plant facilities, your buildings, and so on?

Mr. MIRO MONTILLA. At present, for the construction of new facilities and renovation of facilities, we only are using funds from the Government of Puerto Rico.

Mr. CORRADA. You have access, of course, to public financing through bonds?

Mr. MIRO MONTILLA. That is correct.

Mr. CORRADA. In connection with some of the issues you addressed here, how successful have you been in drawing private corporations, such as those in Puerto Rico under section 936 or their parent companies on the mainland, into active participation with your institution, both in working together and developing new curricula to meet the job needs of those companies and also in terms of direct contribution of funds by those companies to your institutions?

Mr. CRUZ. My experience has been very bad here and disappointing. I set up a development office about 4 years ago, and I had to shut it down last year because I discovered that I could not get enough donations to pay for the office. The largest donation I got from a pharmaceutical company was $15,000.

Mr. Chairman, I am referring here to a very active type of work in just visiting the branches of these corporations and visiting the main offices in the States. Here you find an excuse that they cannot donate because they are branch units. But you go to the States and that is not their concern because you don't belong there.

One of my disappointments in my station at the university has been the almost impossible task of getting donations from more sources.

Mr. MENDEZ. In our case, our largest donation has been from one pharmaceutical company of $5,000.

I think there are two reasons, perhaps there are more reasons than that. The first is the law in Puerto Rico. The law in Puerto Rico does not promote donations, either from individuals or from corporations. That is something which we, the Association of Presidents, has tried to convince the legislature and the government that it is, like in the States, much better to make those donations—even if the money does not go to the government—because educating a student at the University of Puerto Rico is more expensive than at the private institutions, and that is at the bachelor level.

I don't think that section 936 really has become involved in any promotion of helping educational institutions as a policy, as a process.

Mr. MIRO MONTILLA. Mr. Chairman, I would comment on that because I agree with Dr. Cruz' statement that there is no incentive in Puerto Rico for institutions, private institutions or industry, to give donations to general higher education. But also there is no tradition in the United States in terms of the Alumni Association and funding through the Alumni Association.

In terms of our relation with industry, at the Rio Piedras Campus we have attempted to answer some of their demands for continuing education through our division of continuing education.

Mr. MENDEZ. Mr. Chairman, the Inter American University and the Ana. G. Mendez Foundation have taken the initiative with the Puerto Rican National Hispanic Coalition to promote a seminar in the first week of June inviting 15 foundations from the States to talk to universities here in Puerto Rico and talk to other nonprofit institutions, and for us to let them know what is the reality of Puerto Rico and how they can help. Hopefully, that is going to be the first activity of such size in Puerto Rico.

Mr. CORRADA. I am aware of that effort, by the way. I have been working closely with Louis Nunez concerning how to develop the interest of foundations, both in terms of possible involvement here in Puerto Rico, as well as with Hispanics and Puerto Ricans on the mainland. For instance, some of the parent companies of section 936, corporations that operate in Puerto Rico, have shown so far even little interest in being involved in helping Puerto Ricans from the mainland, even though those companies receive profits from their operations in the island. I guess it has been more through inadvertence or lack of proper linkages between those corporations and the Puerto Rican organizations, as well as those educational institutions in Puerto Rico and in the United States that serve

Puerto Ricans and other Hispanics. I think this kind of meeting can be fruitful in bringing them together.

I have one last question before I yield to the distinguished chairman of the subcommittee. As you know, Puerto Rico has been developing economically and transforming, in terms of its initial manufacturing operations, into a high-technology manufacturing operation. To what extent do you believe that current efforts of postsecondary institutions in Puerto Rico, both in the public and the private sector, are meeting these challenges of being able to provide services that are the kinds of services for which there is a demand in the job market in Puerto Rico without, of course, detracting anything from the fundamental question of educating our people in the fundamental fields of humanities, arts, and liberal arts, which, of course, are fundamental to society.

Mr. CRUZ. I believe, Mr. Chairman, that we are doing something, but I must admit that we are not doing enough. In the case of the private sector, the problem is that any kind of program related to technology and science is expensive. Since we have to charge tuition—and we have to charge the highest tuition in all postsecondary institutions—it is extremely difficult for us to secure equipment and facilities and the necessary resources to develop programs in this area.

Say, for instance, the InterAmerican University has developed programs in electronics, in optometry, in nursing, and other areas in which there are large possibilities for improvement. But we cannot go too far in expensive programs because of the difficulty of financing them. The tuition would have to be tremendously heavy for Puerto Rican students to finance.

Mr. MENDEZ. Relating to Mr. Simon's question before about vocational and technical education, I think in Puerto Rico vocational schools were a separate process from postsecondary institutions. This has changed. Junior colleges have taken over that responsibility in giving out degrees, university degrees, in 2-year programs which were only technical programs.

As an example, at the junior college we have an associate degree in repairs of transmissions in which the costs are very complicated. We have moved to associate degrees in respiratory therapy, and associate degrees in medical record technician. So I think that the junior college has to be aggressive to serve in vocational and technical areas.

I think that, in the case of our institutions, we have tried to move very strongly with the Government agencies in offering, for example, an associate degree for the rangers of the Natural Resources Department, and an associate degree in criminology for the policemen that are recruited with only a high school degree, but then you can move them up for an upgrade in their academic degrees.

I think we have been responding—perhaps not as much as we would like, as Dr. Cruz was mentioning—but in areas like medical services, institutions have nursing programs which are expensive, especially physical therapy programs. We have X-ray technology programs. We have medical technology. So the private sector has moved into those areas.

Our largest program in terms of enrollment is business administration, which includes secretarial sciences, et cetera. The second largest one is the medical services area program, and the third one would be education. So those three programs are the ones that most of our students enroll in today.

Mr. CORRADA. Dr. Miro Montilla, would you care to comment on that?

Mr. MIRO MONTILLA. At the Rio Piedras campus at the University of Puerto Rico, of course, one of our principal missions is liberal education. But, of course, the university is assisting us with the administration in our colleges, with associate degrees in certain industries, and so on. In Rio Piedras, an important part is our natural sciences faculty, which has one of the largest numbers of dental students, and probably the most demand for students when they come to our campus.

There we are providing industry with graduates with doctor and master degrees in terms of, for example, chemistry, physics, and mathematics. We have a good demand for our graduates.

Mr. CORRADA. I now yield to the distinguished chairman of the subcommittee, Congressman Paul Simon.

Mr. SIMON. If I may ask the three of you—and it has been my privilege to know all three of you from Washington—the same question I asked earlier. I saw an article in the San Juan Star yesterday quoting the Puerto Rican Education Secretary as saying that too many students who are not college material are attending a proliferation of institutions of higher learning in Puerto Rico. Our colleague, Senator Pell, for whom the Pell grants are named, has suggested that we ought to require after the first year a C average in your college, or whatever the equivalent would be in a college.

Is that something we ought to do? Would we be excluding students who are really struggling who maybe can contribute to our society? I would be interested in your reaction.

Mr. CRUZ. I have been saying that for many years, since I was Secretary of Education. I fully agree with Senator Pell, provided that we can give the students a chance to correct the many weaknesses that they bring from earlier courses. That is why I believe so strongly in the TRIO program.

We have the same picture here as you have in the mainland, high school graduates with extremely weak abilities in reading, writing, and math. Therefore, universities have had to develop remedial programs. Even Harvard has developed remedial programs. If we could provide that type of remedial work, I certainly agree that we should set up high standards of performance.

I stated in my testimony that I believe our main issue was the quality of the education problem, and this goes along with my theory. I believe that postsecondary education should be geared to the best possible quality. I don't see any other way of giving quality services to the public with the kind of mediocrity we have here.

Mr. SIMON. Thank you.

Mr. MENDEZ. I tend to disagree with my two colleagues. I think that satisfactory academic progress is the sole responsibility of the educational institutions. It would be governmental intervention in the academic process in the institutions, qualified by money. "We don't give you money unless you raise your standards."

The institutions must be separate with their own rules and not geared in the areas of academics by Federal laws. In Puerto Rico, we know that the great majority of students who graduate from public high schools graduate with severe deficiencies, most academics, and by Senator Pell putting that in, we won't solve that problem in 1 year. The private institutions are not as lucky and as selective as the public institution is, so we have to accept the students with those deficiencies—most remedial programs cost a lot of money to set up—and then move those students to some future in education, especially by counseling them and seeing if they are material for higher schooling or must they go for technical educational careers.

So my reaction would be, first, that the academic progress is the sole responsibility of the institution and money should not be geared toward any C average or 2.2 or 2.3 or 1.9, because of the realities that we are facing with disadvantaged students.

I think that the end result of that would be students out on the unemployment line, students raising crime because they don't have anything to do and they haven't any jobs, and we would be throwing them out of the mainstream of education.

Mr. MIRO MONTILLA. I definitely agree that there should be standards in terms of Federal assistance. Of course, there should be also opportunities for students to go into other programs which would be vocational or associate degrees. I don't think that a bachelor's degree could really guarantee employment. I think that the student has to perform well to be able to make a living.

I always have the worry that, by lowering standards, we are really creating hopes in a person which would never probably be reached. In that way, we are frustrating him. I think the university should have high standards by orientation attempts in the high school, see that the students who can come into college can achieve their objectives. Those who go into vocational or associate degrees programs should be directed toward those.

Mr. SIMON. Now I would like to direct some more specific questions to each of you.

Dr. Mendez—incidentally, your assistant here, I have known her and her twin brother longer than anyone else in this room—you have chosen wisely. I am curious—this is just a very personal thing—Ana Mendez, is she related to you?

Mr. MENDEZ. Yes, sir, she is my mother.

Mr. SIMON. Your mother.

Mr. MENDEZ. She is the founder of the junior college in 1949, when perhaps women were not usually having that initiative.

Mr. SIMON. That is a great heritage that you have.

I am interested in two points that you make. No. 1, the tie-in of Puerto Rico with the Caribbean Basin Initiative, which I think makes an awful lot of sense. I am interested in two ways. One, is the Caribbean Initiative, as it emerged in the last session—and I don't know what is going to happen now in this session—included, at my request, about $7 million in scholarship and programs where students could come to Puerto Rico, as well as to Florida or southern Illinois or anyplace else.

But there is another area, and I don't know if it is part of the Caribbean Basin Initiative, that you and I chatted about last night where you suggested something that seems to make an awful lot of sense, and I want to get it in the record. I hope we can follow through, and I will ask the staff to follow through with me. That is that we ought to be sending faculty people from Puerto Rico to whatever the nation is, in this kind of an exchange. Puerto Rico offers a tremendous opportunity to help other nations and to give other nations insights into how our system works and how we function. I like that idea and I intend to follow through on that.

I do have a question. Your consortium idea intrigues me, and I like it. When you talk about this consortium being created, would this be a Federal mandate? Should we adopt just a resolution urging various schools to get together to create this consortium? How do we do it?

Let me just add that my concerns on this consortium go beyond postsecondary education, because the reality is—and you have it here in Puerto Rico—you have a dropout rate in secondary schools that is much higher than it ought to be. That is true for a lot of other Hispanic communities and areas in the 50 States. So I would hope that consortium would look at not only the postsecondary problem, but the bigger problem. But I like the idea. I think that consortium could stand up and speak for specific Hispanic needs in the same way that the traditionally black colleges have gotten together and spoken for those specific needs.

Mr. MENDEZ. I would like to give you an example.

Mr. SIMON. Please.

Mr. MENDEZ. Our institution made a contract with Fordham University. At the time we made the contract, no institution in Puerto Rico was offering a doctorate or Ph. D. degree in education. Traditionally, we have depended upon UPR offering those degrees, and it has been a good tradition in that sense. But postsecondary education enrollment has grown so fast that we are lacking in many areas the preparation of faculty that we need for those programs. So we decided to make a contract with Fordham for 20 of our faculty members to study with them while they were working part time. The faculty comes to Puerto Rico.

Fordham expanded that program to include 20 more from other institutions, so that is 40. We are paying all of the expenses of the contract between Fordham and ourselves, and we are also paying for the faculty salaries because people don't like too much to go to the States to study—they are married, and so on, and that gives them some problems.

They have finished their second year now. They have to go every year for a residence requirement to Fordham for 6 weeks. Next year, they will finish their Ph. D. degree. So that consortium in that area has been helpful. After we started that, Inter American decided to establish their own Ph. D. program in education, and immediately UPR did the same thing. So we provoked in that area this type of process.

In the area of natural sciences, although UPR offers a very good program in Ph. D. degrees in various areas, still there is a larger need to train as fast as possible more for Ph. D. degrees in those areas, in biology and physics—not three or four or five more, since it goes parallel to the growth of postsecondary education. So I am talking about those consortia. An institution more developed than other institutions in Puerto Rico within a consortia, would be able to help us offer degrees in Puerto Rico that we don't have, such as computer science.

Mr. SIMON. If I understand what you are talking about, you are talking about a consortium that is made up not only of Hispanic oriented colleges, but other colleges working together with the Hispanic colleges.

Mr. MENDEZ. With Hispanic colleges. But the other college must not necessarily be Hispanic, it could be a more developed institution that may say, we want to offer a master's degree in computer science with you in Puerto Rico, but we don't have the faculty ready in Puerto Rico for a master's degree in computer science.

Mr. SIMON. Is there some way that we can help you develop that consortium, or do you do this on your own?

Mr. MENDEZ. At this moment, we are doing that on our own. My request would be to set aside the moneys for those types of consortiums, for the Federal Government, let's say, to pay part—half of it or something—so that it would be an initiative on the part of the institutions to say, "Yes, I am going to go through it, because this Fordham program is going to cost us almost $400,000, but we will have 20 Ph. D. degrees in 3 years."

Mr. SIMON. If you can come up with something specific in the way of how we can be of help, my instinct is the subcommittee will be sympathetic.

Mr. MENDEZ. Yes, sir.

Mr. SIMON. Obviously, I can't speak for the subcommittee, and we have to see what you offer in the way of specifics, but I am interested in taking a look at that.

Let me just add, to the three witnesses and anyone else here, the Higher Education Act has to be reauthorized in 1985. We may move sooner than that, I am not sure. By the end of September, I would like to have as many ideas as possible as to what we should be doing because, by the end of the year, I would like to put together a rough draft of what the new Higher Education Act ought to look like, at least for discussion purposes.

Chancellor Montilla, I would ask you again about a point, and I touched on it with the President—you make a point that is a very important point, and that is we, through the law, are not encouraging keeping tuition down. How, specifically, can we do this? I mentioned this idea of $20 per student if you didn't raise the tuition. I don't know whether that is the right answer. The difficulty for those of us who deal with drafting the law is that we can't just deal with noble concepts, we have to put them in very concrete kinds of terms. What kind of concrete terms would you like to see?

Mr. MIRO MONTILLA. I would like first to make a point on the importance of this to Puerto Rico and to the University of Puerto Rico. We believe that, by keeping our tuition cost low, we are really giving the opportunity to many students for a higher education. On our campus, about 62 percent of our students receive Pell grants and Federal assistance through other sources. But it doesn't mean that the remaining 38 percent really can pay a high tuition, because of our standard of living in Puerto Rico compared to the

States. But it is very important that the Puerto Rican student has an opportunity to get a university education with a low tuition.

Mr. SIMON. If I may interrupt, when you raise your tuition, in fact, you experience some drop in enrollment; is that correct?

Mr. MIRO MONTILLA. At Rio Piedras, the only drop in enrollment from the year we raised the tuition is really from the part-time students. So the full-time students have remained the same.

Mr. SIMON. Someone told me last night that—I think one of the campuses, maybe one of yours—that there was a drop of about 2,000 students. That may have been part-time students, I am not sure.

Mr. MIRO MONTILLA. At Rio Piedras, the campus in 1972 and 1974 went as high as 26,000 students. The council on education made a decision in terms of our academic excellence, and the resources that we needed, that we should lower and stabilize our own—what we have now.

Mr. SIMON. If I may get back to my question, how specifically can we encourage, not only your institution, but the other institutions, not to be raising tuition?

Mr. MIRO MONTILLA. I think that one way should be through the proposal I am trying to make, recommending that the legislation be amended so that institutions with a low tuition can get a direct benefit somehow of financial aid to students.

I would like to have an opportunity to submit in writing this proposal.

Mr. SIMON. I would be very interested in that. I am open to ideas and I am not wedded to anything at this point.

Mr. CORRADA. Would the gentleman yield for a moment?

Mr. SIMON. Yes.

Mr. CORRADA. Just for the record, I think it would be a good idea—how much do you currently charge at the University of Puerto Rico per credit in your tuition?

Mr. MIRO MONTILLA. Right now, a credit is $15. A graduate credit is $45 per credit. We can find very quickly situations like this. We have not only institutional accreditation by an association dating from 1946, but we have about 20 different specialized accreditations from 10 different agencies. So we have a situation where a graduate student is paying $45 a credit and is accredited nationally. They are paying $15 a credit for the first 4 years and $45 for the last 3 years for a master's degree, and fully accredited by NAB, and so on.

Mr. CORRADA. At the Inter American University, what do you charge per credit for undergraduate and graduate, Dr. Cruz?

Mr. CRUZ. We are charging $50 per credit hour for the undergraduate level, $70 per credit hour for the graduate level, and the law school is $110 per credit hour and optometry is a flat $7,000 tuition.

Mr. CORRADA. How about at your institution, Dr. Mendez?

Mr. MENDEZ. We charge $50 per credit for the bachelor's degree programs, and special programs, which are nursing, et cetera, $55. In our master's program, it is $80 per credit.

Mr. CORRADA. Thank you.

I yield back to the Chairman.

Mr. SIMON. I think that my staff has prepared a memorandum that includes most of the institutions, if not all in Puerto Rico, and it might be good to enter it into the record at this point.

[The information referred to follows:]

Simon, Paul, Chairman, Subcommittee on Postsecondary Education, Memorandum—Subject: Higher Education in Puerto Rico

The Subcommittee on Postsecondary Education will hold three days of hearings in Puerto Rico on May 27, 30 and 31. These hearings will continue our exploration of the problems and barriers encountered by Hispanic Americans seeking access to higher education and will provide an opportunity to view the uniqueness of postsecondary education in the Commonwealth of Puerto Rico. Most of the information we have on Hispanics in higher education is meager and the information we have focuses on Mexican Americans in the southwest (primarily Texas and California), Cubans in Florida and Puerto Ricans in New York. Very little is known about educational opportunity or attainment in Puerto Rico. This is true despite the fact that the overwhelming number of Hispanics enrolled in four-year institutions and a significant portion of the Hispanics enrolled and earning degrees are Puerto Ricans in Puerto Rico. 1/ The latest data available from the National Center for Education Statistics underscores the important role played by Puerto Rican postsecondary institutions in educating Hispanic Americans. Puerto Rico provides postsecondary education for more Hispanic students than twelve (12) states with the largest Hispanic student populations. The Commonwealth student population exceeds that of all states except California.

These hearings will provide an opportunity to better understand the differences and commonalities between higher education in the United States and in Puerto Rico, and the needs of higher education institutions and students in Puerto Rico.

Overview

The subcommittee will hear from a variety of witnesses from the higher education community in Puerto Rico, including the Presidents/Chancellors of the major institutions. Before providing some basic facts on each institution, it is important to understand several basic differences between American higher education and higher education in Puerto Rico:

1/ See the attached Appendices showing Hispanic postsecondary enrollments by state and in Puerto Rico. This data which is two years old comes from the Office of Civil Rights and NCES and points again to the lack of current available data on Hispanics in Higher Education. See also The Condition of Education for Hispanic Americans, National Center for Education Statistics (February 1980) pp.124-213.

- The roles of public and private postsecondary institutions are essentially reversed in Puerto Rico. Public institutions, although less expensive, are considered to be stronger academically and they attract wealthier, better prepared students, while private institutions provide "access" for low income, educationally disadvantaged students.

- The University of Puerto Rico (UPR), established during the first decade of this century, originally educated only the elite. Very few low or middle income students could attend UPR and the higher tuitions charged by the private higher education institutions (prior to enactment of legislation creating the Basic Educational Opportunity Grant Program, now Pell Grants) were prohibitive. As recently as 1960, only about 10% of the Puerto Rican college age population was enrolled in higher education.

- Beginning in 1973, a new group of non-traditional students entered Puerto Rican colleges and universities -- paralleling a period of high unemployment and the availability of Pell Grants to low income students for the first time. However, this increase in access was to private institutions, almost exclusively, because UPR's low tuition allows them to recover very little from the tuition-driven Pell grant award.

- Enrollments at private postsecondary institutions increased 100-300 per cent in the five years following implementation of the Pell Grant program. Over 80 per cent of all Puerto Rican students qualify for some form of Federal student aid, while most receive Pell Grants, some receive two or three forms of student assistance. 2/

Here is a capsule summary of those institutions that will testify at the hearings in Puerto Rico.

University of Puerto Rico An 11 campus, landgrant institution offering degrees through the PhD including A.A. and occupational certificates.

Rio Piedras
Enrollment: 23,373
Degrees: Doctoral
Tuition: $390

Mayaguez
Enrollment: 8,818
Degrees: Doctoral
Tuition: $390

Medical Sciences, San Juan
Enrollment: 2,676
Tuition: $390

2/ "Federal Student Assistance Policy and Higher Education in Puerto Rico," METAS, Robert J. Duncan, Spring 1981, at 18.

Cayey
Enrollment: 2,781
Degree: BA
Tuition: $450

Humacao
Enrollment: 3,693
Degree: BA
Tuition: $390

Regional Colleges Administration, Rio Piedras
Enrollment: 11,311
Degree: AA
Tuition: $575

Ana G. Mendez Education Foundation-A consolidation of two private, four year institutions and one private, junior college offering baccalaureate degrees in liberal arts, teacher preparation, professional fields, and associate degrees and occupational certificates.

The colleges include:

Universidad del Turabo
Enrollment: 5,84
Tuition: $1,380
Degree: BA

Colegio Universitario Metropolitano
Enrollment: 3,476
Tuition: $1,380
Degree: BA

Puerto Rico Junior College
Enrollment: 3,823
Tuition: $1,380
Degree: AA

INTERAMERICAN private, two, four and graduate degree programs Central Office is in San Juan. Campuses include:

Metropolitan Campus, Hato Rey
Enrollment: 12,076
Tuition: $1,443 (standard for all campuses)
Degrees: BA, including Masters

Arecibo Campus, Arecibo
Enrollment: 3,267
Degree: BA

Barranquitas
Enrollment: 1,100
Degree: AA

San German
Enrollment: 6,901
Degrees: Bachelors & Masters

Aguadilla
Enrollment: 2,358
Degree: AA

Fajardo
Enrollment: 1,654
Degree: AA

Guayama
Enrollment: 1,140
Degree: AA

Ponce
Enrollment: 1,840
Degree: AA

Catholic University of Puerto Rico private , highest offering MA, campus in Ponce.

Enrollment: 11,901
Tuition: $1,530

University of the Sacred Heart Roman Catholic, offering baccalaureate degree in liberal arts, teacher preparatory and terminal occupational certificates below a bachelor's degree.

Enrollment: 7,013
Tuition (fees): $1,500
Degree: BA and Certificate

American College of Puerto Rico Independent, non-profit institution offering baccalaureate degrees in liberal arts since 1963 in Bayamon Puerto Rico.

Enrollment: 2,910
Tuition: $1,300
Degree: BA

The Status of Postsecondary Students In Puerto Rico

The problem of Hispanic students in the United States is exacerbated in many ways in Puerto Rico. There are a number of special circumstances in Puerto Rico which add to the difficulties for Puerto Rican students pursuing a higher education.

The per capita income for the United States is $9,458 annually. In Puerto Rico, the per capita income is $3,474 annually. To put this in perspective, 72% of the population in Puerto Rico qualify for the Food Stamp program (although only 50% receive them).

Migration patterns from the island have shifted significantly in the last three decades. For example, in the first half of the 1950's, close to 500,000 Puerto Ricans emigrated to the United States. In all of the 1970's, only about 100,000 left for the United States. In combination with this pattern, Puerto Rico is experiencing a "baby boom" reflected in the pre-college classroom, similar to that experienced in the United States in the 1960s.

The negative impact of the U.S. prolonged and sharp recession, the shrinkage of federal aid to Puerto Rico, the uncertainty introduced by modifications of Section 936 of the Internal Revenue Code (encouraging businesses to locate in Puerto Rico) and the possible problems for the island with the implementation of the Caribbean Basin Initiative, make the economic future of the island less than glowing.

The unemployment rate for Puerto Rico is 26%. Youth unemployment is 68%. The importance of federal student assistance to Puerto Rican students is twofold. Federal student assistance, especially Pell grants, to low income students in Puerto Rico not only provides postsecondary educational opportunity, but also gives that student an alternative to unemployment after graduation from secondary school. "By going to college the Puerto Rican student hopes to gain a skill that will insure his or her later employment. Since college aged unemployment rates are so high, most see their alternatives as being unemployed or studying. So, most students look on the financial assistance programs as providing a positive input into a situation which would otherwise be a vacuum." 3/

Due to a contracting labor market, particularly for those without academic and technical skills, college education becomes a highly attractive alternative for students to maximize job opportunities. The need for higher education and the inability of many students to complete college point to difficulties which exacerbate Puerto Rico's economic problems. Only 41% of high school students graduate. This is further complicated by the influx of students in secondary and postsecondary schools who are from the mainland and who bring with them difficulties in both Spanish and English. U.S. national trends of decreasing skills in language, mathematics and science are paralled in Puerto Rico.

Although the high school graduation rate is low, college enrollment is up. In 1981-82 total postsecondary enrollment was 139,459 students, reflecting an annual growth rate from 1974-75 of 5.4%. Of these students, 37.7% are in public institutions, and 62.3% in private institutions. Unlike many U.S. institutions, it is the public institution in Puerto Rico which is the most exclusive. In the last two decades the number of private schools has increased to meet the increasing demand for postsecondary education, while the public institution has become the exclusive institution.

3/ Id at 19.

More than 75% of postsecondary students in Puerto Rico receive student aid. In the case of private institutions, 86% of all tuition paid to them is derived from Pell Grants. Over 65% of the Pell Grant recipients in Puerto Rico attend private postsecondary institutions.

To increase postsecondary enrollment and provide services to encourage completion of secondary schools and completion of college and university programs there are a number of special programs funded by the U.S. Department of Education. There are 31 TRIO programs on the island. They include 19 Special Services (providing counseling and remedial programs during the first year of postsecondary eduction), 11 Upward Bound programs (residential summer programs for high school students), 4 Talent Search and one Educational Opportunity Center (identifying academically able students who may not otherwise consider a postsecondary education).

Low income students, who by and large are enrolled in Puerto Rico's private postsecondary institutions, often come from small towns and isolated rural areas. These students have attended poorer public schools and many come from families with subsistence-level incomes and no discretionary income with which they can pay for postsecondary education for a son or daughter. According to Duncan, "...the cost of tuition, fees, and books represents from 1/4 to 1/3 of the annual income of many families." Student financial assistance may be the only income of many of these families. Duncan declared in his 1981 paper published by Aspira of America:

> ...The only factor that has limited the rapid growth of unemployment in this age group has been the Federal assistance to higher education, especially the Pell Grant. Even though the growth rate has been too rapid for the ability of the institutions to expand, the political and economic urgency is so great that it has apparently put educational considerations on a secondary level. The Pell Grant began to function as a public assistance program to alleviate unemployment...there is a second factor affecting their decisions which is the social value attached to a university education and a university degree.

Unemployment mushroomed in the early 1970's while the Pell Grant program came on line, and awards became available and grew. These two factors appear to have contributed to a simultaneous growth in postsecondary enrollments in Puerto Rico:

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"University Enrollments, 1972-73 to 1978-79"

	1972-73	1974-75	1978-79
University of Puerto Rico	47,533	52,055	53,112
Inter American University	15,439	18,246	28,749
Catholic University	7,481	8,684	11,138
World University	1,777	2,801	4,813
Sacred Heart University	2,002	2,779	5,929
Bayamon Central University	906	1,214	2,911
Ana G. Mendez Educational Foundation	5,592	8,197	13,003
Others	110	393	4,591
Total	80,840	94,369	124,336

Source: Council on Higher Education, P.R. Planning Board

The growth outlined above occurred almost exclusively in the independent or private sector. Enrollments in that sector grew 115 per cent (37,917) while enrollments in the Public sector grew only 11.7 per cent (5,579) during the same six year period. 4/ This meant that Private institutions had literally taken over the traditional public role of providing access to the masses and attempting to address the educational needs of this new, educationally diverse student population. Duncan's conclusions about the impact of these events are important -- "(T)he result of these economic and political forces over the last decade has been to use higher education to solve a larger social problem of recession and unemployment by channeling large numbers of students into institutions that were not prepared to receive them...This shift of the primary responsibility for higher education to a group of predominantly liberal arts institutions with limited enrollments has caused a set of problems unique to Puerto Rico. 5/

4/ Id. at 22.

5/ Id. at 24-25.

Facilities -- Rehabilitation and Construction

The phenomenal growth of postsecondary education in Puerto Rico over the last decade has placed a severe strain on physical facilities. Lacking endowments and a local philanthropic tradition, Puerto Rican postsecondary institutions tended to increase their reliance on their principal source of capital to finance the salaries of needed personnel and to expand facilities more and more students were admitted in order to expand the financial base (federal student aid).

At the same time this financial base was expanding, the Federal government was withdrawing institutional assistance, including Title VII, Facilities and Construction. On March 4, 1978, the Subcommittee on Postsecondary Education held hearings in Puerto Rico on the facility construction needs of public and private colleges and universities. The Subcommittee's findings were stark:

> The University of Puerto Rico alone has identified projects totalling $100 million, while the private colleges and universities have similarly identified projects costing over $70 million. The facilities where thousands are currently enrolled are decaying, overused, and do not begin to accommodate the large enrollments. One community college of the University of Puerto Rico operates out of termite-ridden wooden Army barracks. A private institution is housed on the second story of a high rise, the first floor being occupied by a supermarket. Another institution in metropolitan San Juan has outgrown its facilities which serve 4,500 students and will be forced to either relocate or build up. 6/

While the situation has improved slightly, the need for new facilities and demand on existing buildings have grown markedly.

Quality of Education and Student Retention

The quality of education available, including library resources course offerings and the accademic preparation of the faculty, etc. and student retention and graduation have also been adversely affected by the lack of institutional resources. As is universally true in American higher education, especially in the private sector, the lack of endowment and a sound institutional financial base, effect the quality of education received by the student. In Puerto Rico, this problem is further complicated by the fact that many high schools graduates come to college ill-prepared in reading, composition and mathematics to cope with the college curriculum. 7/ Since many of the newer private colleges

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6/ Report of the Committee on Education and Labor, Education Amendments of 1980, 96th Cong. 1st Session, Report No. 96-520 at 53.

7/ In 1978-79, more than 31,000 high school graduates took the college entrance exam and 95 percent applied for admission to UPR, with 34 per cent gaining admission. Two-thirds were rejected and most of these sought and gained admission to the private universities see Duncan at 25-26.

lack sufficient resources, they are unable to provide the remedial or "developmental" coursework so necessary to their students. In recent years, several institutions have sought Title III assistance to help address this problem. Currently, six postsecondary institutions are receiving $1,560,889 in Title III assistance: UPR-Bayamon, Carribean University College, American College of Puerto Rico, Colegio Universitario Metropolitano, Universidad del Turabo and Universidad Politechnica de Puerto Rico.

The academic problems posed by this situation have been termed "serious". In general they can be summarized as follows:

- Classroom and other student facilities tend to be serving more students than they were designed;
- Libraries average one seat for every thirty (30) students, twice as many as the American Library Association recommends;
- Textbooks in advanced courses are written in English and most of the students are not fully literate in English and often depend on class lectures for gaining an understand of the coursework, and;
- Many faculty were hired, during the 1973-79 expansion period, without degrees in their instructional areas, few faculties have terminal degrees (less than 20 per cent at each private institution in 1981) and most faculty carry workloads (18-20 credits) which are excessive, especially in light of their students academic needs and class size. 8/

Student retention and graduation may be one of the two most serious problems affecting private higher education in Puerto Rico.

Attrition and lack of progression toward a degree affect many of the low income students in Puerto Rico's private colleges and universities. These students often have difficulty grasping the material expected of college-level students and opt to drop courses, rather than accept low or failing grades. Eventually most of them drop out without successfully completing a degree. Student attrition and failure to graduate is attibutable to two reasons: (1) poor preparation prior to college and the inability of the institution to meet the student's academic needs after matriculation begins; and (2) the previous limit of eight semesters of student eligibility for the Pell Grant program.9/ While retention rates appear to be good, when compared to the norm or about 40%, these rates do not continue through actual graduation. Many of the students who persist are not, in fact, making progress toward graduation. A contributing factor in this area is the presence of English-only text books in upper-level courses and the inability of students to read English, especially in technical areas.

Available data suggests that fewer than 25 per cent of the enrolled students are receiving a college level education beyond lower division courses.10/ Although there has been a substantial increase in college enrollment among low income

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8/ Id at 25-26.

9/ The Education Amendments of 1980 (P.L. 97-376) extended the eligibility to five years or 10 semesters of academic work.

10/ See a comparative study of enrollment, retention and graduation cohorts at The InterAmerican University 1976-77 through 1979-80. Duncan, pp.26-28.

students, the dat suggests that only about 30 per cent of these students actually graduate. Extended to the entire population, this would mean that only 10 per cent of Puerto Rican college students are successfully completing undergraduate degrees.

Impact of the Fiscal Year 1984 Higher Education Budget on The University of Puerto Rico

The Adminsitration's proposed FY 1984 higher education budget represents a $2 billion reduction below current funding. In addition to the harsh dollar impact of these cuts, the Administration has also proposed significant stuctural and policy changes effecting the Title IV student assistance programs. In a recent analysis of these budget and program proposals, the President of the University assessed the impact of these proposals on public postsecondary education in Puerto Rico as follows:

** Proposed elimination of the SEOG and SSIG programs would impact 4,200 students in the UPR system.

** Ending the capital contribution for NDSL would eliminate $70,000 in loan opportunities for graduate students at UPR.

** The increase in basic grant awards (Pell Grants) from $1800 to $3000 would not impact UPR because it is not "tuition driven" as are private schools. However, the change in the distribution system for basic grants--requiring a 40% self-help contribution would be punitive in an economy where youth unemployment is over 65%, and where per capita income is less than $3,500. Dr. Ismael Almodovar, President of the University suggested other problems with the proposal:

> ...program changes could result in disruption in the distribution of aid, confusion in the administrative mechanisms at the school level, and reduced benefits to students who become discouraged over the unstable or changing application process. (March 21, 1983 letter to Chairman Carl Perkins, p. 5)

** Restructuring and reducing special services for the disadvantaged (TRIO) would impact 500 students at UPR, but the Administration proposal has a severe affect on Hispanic students nationally--79,000 students nationally. The proposed structural change in TRIO along with program reductions would eliminate most participating institutions by aiming special services to historically black colleges.

** Other programs will have a diffuse but negative impact on students including those at UPR and other institutions--proposed reductions in graduate student support, libraries, cooperative education, bilingual teacher training and increasing the Title III set-aside for historically black institutions with no increase in Title III support proposed for the coming year. Other programs with both direct and indirect impact in Puerto Rico which the Administration has slated for reductions include the Fund for the Improvement of Postsecondary Education (sponsor of a women's education project at Aguadilla Regional College) and the National Institute of Education.

William A. Blakey
Counsel

APPENDIX A

Hispanic college enrollment as a percent of total enrollment in selected States and Puerto Rico and by attendance status: Fall 1980

State or other area	Total Number	Percent[1]	Percentage of National Hispanic Enrollment[2]	Full-Time	Part Time
Aggregate U.S.	602,147	(4.9)[3]		350,384	251,763
50 States and D.C.	471,131	(3.9)[4]		246,934	224,752
Arizona	15,137	(7.4)	2.5	6,350	8,787
California	167,677	(9.4)	27.8	66,928	100,748
Colorado	9,078	(5.5)	1.5	5,754	3,324
Connecticut	2,746	(1.7)	.4	1,549	1,197
Florida	32,290	(7.9)	5.3	16,102	16,188
Illinois	15,727	(2.4)	2.6	8,490	7,699
Massachusetts	6,036	(1.4)	1.0	4,133	1,903
Michigan	6,193	(1.2)	1.1	3,087	3,075
New Jersey	13,750	(4.3)	2.2	8,766	4,984
New Mexico	14,236	(24.4)	2.3	9,364	4,872
New York	53,777	(5.4)	8.9	37,043	16,734
Ohio	3,421	(.7)	.5	2,209	1,214
Pennsylvania	3,960	(.8)	.6	2,824	1,135
Texas	85,551	(12.2)	14.2	48,494	37,057
Washington	4,485	(1.5)	.7	2,326	2,159
Puerto Rico	130,352	(99.4)	21.6	103,419	26,933

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[1] Hispanic enrollment as a percent of Total State college enrollment.
[2] State percentage of national total Hispanic college enrollment.
[3] Hispanic percentage of aggragate U.S. college enrollment.
[4] Hispanic percentage of total U.S. continental college enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics and Office for Civil Rights, Opening Fall Enrollment, 1980, special tabulation prepared by the Hispanic Higher Education Coalition.

APPENDIX B

Degrees earned by Hispanics on U.S. mainland and in Puerto Rico/ territories, by level of degree: 1978-1979

Level of degree	Degrees earned by Hispanics				
	Aggregate U.S. 1	U.S. Mainland 2		Puerto Rico/territories	
	Total degrees Number	Number	Percent of degrees earned by all students on U.S. mainland	Number	Percent of all degrees earned by Hispanics (aggregate U.S.)
Associate degrees 3					
Total..........	25,960	20,905	4.2	5,055	19.5
Male........	12,046	10,427	4.5	1,619	13.4
Female.....	13,914	10,478	3.9	3,436	24.7
Bachelor's					
Total..........	29,652	20,029	2.2	9,623	32.4
Male........	15,385	10,354	2.2	3,913	25.4
Female.....	14,267	9,675	2.2	5,710	40.0
Master's					
Total..........	6,459	5,544	1.8	915	14.1
Male........	3,141	2,775	1.8	366	11.6
Female.....	3,318	2,769	1.9	549	16.5
Doctor's					
Total..........	453	439	1.3	14	3.0
Male........	302	294	1.3	8	2.6
Female.....	151	145	1.6	6	3.9
First-professional					
Total..........	1,655	1,283	1.9	372	22.5
Male........	1,245	989	1.9	256	20.5
Female.....	410	294	1.8	116	28.3

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[1] Awarded by institutions of higher education in the 50 states, D.C., Puerto Rico, and territories in the school year 1978-1979.

[2] Fifty states and District of Columbia.

[3] Includes associate degrees and other formal awards for less than four years of work beyond high school.

SOURCE: U.S. Department of Education, National Center for Education Statistics and Office for Civil Rights, Earned Degrees Survey, 1978-79, special tabulation prepared by the Hispanic Higher Education Coalition.

Mr. **Corrada**. Dr. Cruz, you used the statement—you used it twice—that I think is very important, and that I am interested in as we move toward reauthorization. We have in the Higher Education Act up to this point been primarily concerned about access, and we want to continue to be concerned about that. We have not really paid attention to the quality question. I think that we have to pay some attention to the quality question.

The question I face is how do you do that. I would be interested in any specifics, either now in testimony or in writing you might wish to provide. How do we encourage the Inter American University and Southern Illinois University and all the other institutions of this Nation, without limiting access—how do we encourage more quality?

Mr. **Cruz**. I would gladly submit a written document on this matter. We have been dealing with that issue this year in our university. There are a number of strategies that can be used.

Of course, in all of them, you have to face the reality of the severe handicaps that the students bring from the lower levels. I believe that very strongly, because I have been from the very first grade up to the university level, that unless we find ways of coordinating our efforts from the elementary, secondary and postsecondary level, we will never arrive at any solution. We seem to be working in isolation. I frequently say in Puerto Rico that we have poor education assistance, the public postsecondary and the private postsecondary, the private elementary and secondary, and the public, of course. There is little communication, little work, between these four units. This should be a joint effort.

Say, for instance, just to mention one, unless we in universities commit ourselves to prepare better teachers, we find ways to verify that they are really qualified to teach, and unless the elementary and secondary level establishes standards of performance the teachers will use as a guide in their work, we are going to hurt.

But I would gladly submit a written statement.

Mr. **Simon**. I am particularly, because of my jurisdictional responsibility, interested in the postsecondary level. I agree with you completely, we have to pay more attention, as the President's report said, to elementary and secondary schools also, because they are obviously tied in. But my specific responsibility is postseconary. So I would be interested in your suggestions there, as well as those of any other witnesses, or anyone else here.

Mr. **Cruz**. I would gladly submit that.

Mr. **Simon**. Thank you, Mr. Chairman.

Mr. **Corrada**. Thank you, Mr. Simon.

I now yield to the gentleman from Montana, Mr. Williams.

Mr. **Williams**. Thank you.

Gentlemen, are you supportive of or in opposition to President Reagan's efforts to help private postsecondary institutions, his tuition tax credit plans and voucher plans? Dr. Cruz?

Mr. **Cruz**. I believe—let's take the case of Puerto Rico which is very dramatic. Many parents have to send their children to the private universities here, not because they really want to send them there, but because they have no choice.

You see, the public university has not been able to grow for several reasons. It is not able to take care of the needs of so many thousands. I believe there should be one way of helping those private institutions, especially those which do not have as their main goal a sectarian purpose. I believe our institutions here are performing a public service. And I believe there should be some way of helping parents in getting some reimbursement for the high costs that they have to pay. They are paying the taxes to support the public university also.

Mr. **Williams**. Doctor?

Mr. **Mendez**. I don't think the tax credit is going to affect Puerto Rico because we don't pay any taxes up to this moment, Mr. Simon.

But I do believe there should be some type of help for parents, yes. I do believe that. I have not carefully studied President Reagan's proposal. I would say that if it doesn't come tied with something else and it is just that issue, yes, I would say that I would lean toward it.

Mr. **Williams**. Thank you.

Doctor?

Mr. **Miro Montilla**. I think that help would help in the endeavor that we as educators in Puerto Rico, both public and private, are pursuing. I hope it does not affect public university institutions. If it doesn't affect them, I don't have any problem with it.

Mr. **Williams**. It is that effect that is of interest primarily to schools on the mainland. I find that here in Puerto Rico, public access to education is turned on its head. On the mainland, access and a quality of opportunity is provided by the public institutions, and it is the private institutions that serve a different group of mainland students, a different socioeconomic group of students, usually the higher group attend those schools. So that is in reverse here.

It occurs to me that, while the President's plan may benefit the mass of people in Puerto Rico, it benefits the minority of people on the mainland.

I have a couple of questions, but first I want to lay a basis for them. As I understand it, the private institutions in Puerto Rico have well in excess of 60 percent of the student enrollment. During the past decade college enrollment has increased on the island by an astonishing—that is, for the private schools—by an astonishing 115 percent. Seventy-five percent of the students receiving higher education on the island receive student aid. That is much higher than the equivalent percentage of students on the mainland.

Based on those facts, let me ask a couple of questions. Have your physical facilities and staffing patterns changed rapidly enough to accept the influx of students that you have received in the past decade?

Mr. **Cruz**. They haven't been. This is an area I wanted to stress in my statement. Because of this sudden growth, we have been unable to keep track, to keep abreast of the increasing enrollment. In the case of staff development, this is one of our critical areas. We need better faculty. We need better trained faculty. We also need better physicial facilities, because in our university, I am still struggling with old physical facilities. I cannot move as fast as I should because I cannot secure low-interest loans. There is no help from anywhere. On the other side, I am solving the problem for the Government.

Mr. **Mendez**. Mr. Williams, I would say that we have tried to improve our facilities in the past 5 or 6 years with a loan from Farmers—that was the only way we could have developed our university with $5 million—but we are not to the standards that we would like to be.

As an example, for us to finish what we would like to see in Caguas, we would need, say, $4 million. For us to finish the Puerto Rico Junior College—we have almost 4,000 students on 1 acre of land, with not too good physicial facilities—we would need between $6 million and $8 million and, at the other college, no less than $4 million. So, for us to be up to standards with physical facilities, we would need that amount of money.

What really happened to us this year was very interesting. We changed our priorities. We got a grant from MISIP for one of our institutions, Colegio Universitario Metropolitano, of $175,000. We have to remodel our laboratories and it is going to cost about $350,000. That incentive of that grant moved us to put into first priority the remodeling of the labs, but we could not have done both things at the same time. So programs like that for the renovation of equipment which is very expensive in the area of natural sciences is very much needed. Then if you can give an incentive—we give you this and then you remodel and put it up to standards—I think it would be of very much help.

Mr. **Miro Montilla**. Of course, you heard what happened at the Rio Piedras Campus, it has been remaining at 20,000. Our growth in the University of Puerto Rico has gone toward this in terms of our units. In terms of academic preparation for our faculty, at Rio Piedras we have included in our budget an amount of money so that, every year, we can grant sabbatical leaves and financial assistance for professor and graduate degrees outside of Puerto Rico.

Mr. **Williams**. The final question, again based on the the percentage of students that you serve and the kind of students who you serve—I believe all of you gentlemen were present when I asked the last panel about the potential barrier that the dual language might present to some students. Those students I was referring to our served by private institutions, low and moderate-income students from rural areas, where, we are told, English is a barrier. How do you deal with that in your instruction, and does English being a barrier for those students affect their achievement levels in your schools?

Mr. **Cruz**. I would say that it does affect the achievement level.

Mr. **Williams**. Negatively?

Mr. **Cruz**. Negatively. It is awfully hard for a student to study economics with the text in English. Most of the texts, by the way, are in English.

At Inter American, we have taken this issue up. We have developed courses in English. We have a kind of dual track in some of our units. We also have an all-English program in one unit. This last unit I mentioned is primarily students coming from the mainland who have no mastery of Spanish, and also to the relatives of the military and the people who are stationed here.

It does present a problem to teach the courses in English, mainly because of the handicaps that are brought by the students from the lower levels. I frequently say as a kind of a joke, but Puerto Rico is the only place in the world where we teach English for 12 years and nobody likes it. Of course, I am going beyond reality, because some of us do learn it. In the case of Mr. Corrada from Morovis, and I am from Barranquitas, a very nearby mountain town, we learn it in some way. But the majority of the students do have this handicap. There is no doubt of that.

Mr. Mendez. I agree totally with Dr. Cruz. The way we are trying to help our students is very simple, and very difficult at the same time. We made a proposal to FIPSE to establish an assessment center—it was denied, but we are still going to fight it from now until June—so we could make a model that would perhaps help in planning for the future to give diagnostic tests to all the entering students. All of our students need remedial, all—not 20 percent—all of them need remedial courses in our institution.

Mr. Williams. Remedial courses in the basic subjects?

Mr. Mendez. Math, English, and Spanish. But we are going to add tests in reading and writing.

So all the students who come to our institutions will have to take those tests. Then we will decide through the results of those tests which one needs what to move up to the level of learning.

Mr. Williams. You determine that now, do you not?

Mr. Mendez. We determine that now only in math and English, but we want to do the whole thing. So we visited three different colleges in the States, Hispanic colleges, so we wouldn't have to invent the wheel, and the tests that they already had they are going to share with us. We want to start a model here in Puerto Rico for assessment centers for these students who are lacking knowledge in their basic skills.

We are going to start that with or without Federal moneys in August. That is the only way that we are going to approach a way to improve the quality of education. Yes, we are dealing with the preparation of faculty, but we must upgrade our students—I think perhaps different than other people. All people have potential, and you should not be the person to put people aside because they don't come with a good average from high school. Perhaps in Morovis they didn't have the best faculty, but they had a talented man like Mr. Corrada.

So I do not believe at all the selection of students should be only the cream of the crop. I believe there is a social responsibility from educational institutions to help those students who didn't have those opportunities, and the only way you can help them is, when they come to you, for you to give them additional resources—counseling, which they don't have very much of in high school—in the public system, I mean.

So the way we are going to approach that is to try to establish a model project of an assessment center to deal directly with the basic skills, writing and reading.

Mr. Williams. When you mentioned that everybody has potential if we can find it, I am reminded of having visited an intercity school in a large urban area on the mainland. I was going into a remedial reading class. The teacher pointed out a boy to me who was being tutored about four grade levels below where he should have been, being tutored in reading. I went up to him and encouraged him and told him he was doing well and that he was going to do better and he had a lot of ability, and he could see what I was up to. He looked up at me and said something I have heard since, but that was the first time I had heard it. He said in answer to me telling him he had potential, "Of course, God don't make no junk."

Doctor?

Mr. MIRO MONTILLA. I would like to comment that at the Rio Piedras Campus—I don't want to give an image which is not real—we have a lot of public school students—we admit every year 3,000 students according to a formula, an index used by the whole system of the University of Puerto Rico. But we also at Rio Piedras and at other units of the university have different programs and ways that we attempt to identify students with special skills. Some of them are Federal programs like TRIO. But also we have this special students area where they may excell in music or drama or in other areas like that.

We have a very strong core in general education at the first year level which sometimes has to deal with deficiencies coming up from high school. In that core, we have 2 years of Spanish and 2 years of English, mathematics, and sciences, which every student must take.

Mr. WILLIAMS. Thank you, Mr. Chairman.

Mr. CORRADA. Thank you, Mr. Williams.

Mr. MIRO MONTILLA. Could I add just one thing?

Mr. CORRADA. Please.

Mr. MIRO MONTILLA. In relation to the Caribbean Basin effort, I think that our examples in Puerto Rico are really good examples. At Rio Piedras, since 1960, we have had the Caribbean Studies Institute, which has excellent relations with a lot of universities in the Caribbean.

One more example is, right now, the official in the National Science Foundation that deals with Latin American relations sought professional advice from the Rio Piedras Campus.

Mr. SIMON. If you would yield, I would be interested in all three of you answering a question. How many students do you have from other countries, and how many students do you have from the 50 States? Can you just give me offhand a rough figure?

Mr. MIRO MONTILLA. Probably, I cannot give the amount, but I can mention that the programs where we serve, especially in Latin America, for example, are college programs such as planning and the library sciences. We have some in architecture and social sciences.

The number for the whole system is about 700 foreign students.

Mr. SIMON. 700 foreign students for the University of Puerto Rico.

Mr. MIRO MONTILLA. Yes.

Mr. SIMON. What about the 50 States?

Mr. MIRO MONTILLA. We have interchange of faculty and students with several universities in the States, so that number varies. Maybe it is around 50, and 30 students.

Mr. MENDEZ. Mr. Simon, we at one of the institutions, the Puerto Rico Junior College, 82 percent come from public schools, 1.8 from private schools, 14 percent from the GED tests that they take, 1.6 from the United States out of an enrollment of 4,000, and 0.3 from other countries. So that is basically our spectrum.

At our university, 86.4 percent come from public institutions, 2 from private, 9 GED tests, 2.3 from the States. In other words, at the college level, it is more than at the junior college, and only 0.2 from other countries.

Mr. CRUZ. Mr. Chairman, I don't have the figures offhand. But the Inter-American University has traditionally been the university with the largest percentage of foreign students. I do know that we have students from Aruba and the Lesser Antilles, and we also have some students from the mainland in areas like optometry and others.

I would gladly submit to you some statistics on this matter.

Mr. SIMON. Thank you.

Mr. CORRADA. We would welcome you doing that.

I have just one comment and a question. With reference to the CBI, of course, I am supportive of that proposal in terms of addressing some of the need for socioeconomic development in the area through enticing trade between the United States and the Caribbean Basin area and some investments here.

By the way, I have always felt that in the entire package of President Reagan's CBI proposal, there is something lacking. That is that I believe there is, of course, considerable stress on the materialistic aspect of it, but there is a lot missing in terms of the humanistic and the service aspects of it.

I believe that those countries would benefit tremendously if we could help them more through technical assistance, through exchange programs, particularly in the field of education and the field of health. Of course, there have been exchanges of different kinds between Puerto Rico and between the entire United States and those countries in these areas. But I felt that, if there was going to be an emphasis and a need to take further initiatives and strengthen those initiatives, that that program is lacking precisely in the kind of joint efforts that could be engaged by Puerto Rico with educators in the entire Caribbean area and with those who are involved in the health care services in the area, as well as other areas.

They do not require so much the expenditure of vast amounts of moneys, but getting people together and addressing the technical problems together. I would hope that perhaps the Reagan administration might consider adding a new component, even if it is separate from the one that is now pending in Congress, that would address these issues of the need to establish a stronger collaboration and the utilization of Puerto Rico as a center for strengthening the ties with those countries, in cooperation both from government-to-government, institutions of higher learning with institutions of higher learning, businessmen, and professionals that could be further developed.

I, in that sense, find your suggestion very interesting.

Mr. SIMON. If the chairman would yield, I agree completely. Maybe we can, between you and I and Pat Williams, prepare an amendment that can move that Caribbean Initiative in that direction.

A second concern I have is that we want to make sure as we move in a Caribbean Initiative that we do not adversely affect the impact on the economy of Puerto Rico, as well as the Virgin Islands. I have some concerns, and I think we are going to have to monitor this thing very carefully so that does not occur.

Mr. CORRADA. I have a final question for the three of you. We still have one more witness and we have to finish the hearing.

We have in Puerto Rico, I believe, a problem in the field of education which perhaps was stated in Socorro Lacot's speech the other day. I know that Dr. Cruz, when he was Secretary of Education, also spoke about this proliferation of institutions of higher learning which, in fact, may just be utilizing Pell grants or student loan programs, and so on, to allow a student who wants some college education to receive these benefits while he is in school. But in fact he fails and he drops out eventually; he utilizes the resources, but to very little significance in terms of actually improving the education of that human being.

I know that in Puerto Rico, perhaps resulting from some cultural attitudes, parents tend to push their children to go to college. There is a tremendous pressure. I want you to go to college. You only graduated from high school and I want you to go to college. I think that it is a legitimate aspiration of parents to see that their children go to college. But, at the same time, it is not appropriate that you push someone to go to college, spend a year or two, utilize some resources, and then flunk or fail or drop out.

I know that you people at the postsecondary level are anxious to get involved in remedial programs so that those students could perhaps be provided with the kind of help that would allow them to be able to exist in the postsecondary academic environment. But I wonder if, as those students come up from eighth grade on to the secondary level and they begin to show a great inclination toward vocational and technical education and capabilities and the need to develop skills in those areas, whether there could be some kind of role for your institutions in addressing this issue jointly with the Department of Education in Puerto Rico so that those students would be steered—not directed, nor mandated, nor sent, but steered—into the kind of education, whether it is technical or vocational at the secondary level, whether it is technical or vocational at the postsecondary level, or straight academic postsecondary education, so that we would be able then to respond more adequately to the actual needs and to the abilities of those students?

I would like to have comments from the three of you.

Mr. CRUZ. I believe what you said, Mr. Chairman, is possible, and I personally would be willing to do it. I believe it is unfair to make the parents believe that, just because their children are going to a postsecondary institution of dubious quality, that means they are going to be successful in life. That is not true.

I believe that we have given people the feeling, with the issue of equality of educational opportunity which has been practiced here—the equality of educational opportunity doesn't mean providing the same experience for everybody, it means just the opposite. It means providing the educational opportunity that best fits the potential of the student.

I certainly believe that there is an area that we and the Department of Education should work together in identifying talent for vocational and technical fields and provide the best quality of training. That can be done jointly. It has been done in the European countries like Germany. Even the factories provide it. The Japanese system is another example. Although I don't agree with many of the things in the Japanese system, there are some characteristics of this sort. I say that this is the best use of human resources.

What we have now is really thousands of people who are frustrated at the end their careers because they are not properly qualified to perform professionally as they should.

Mr. **Mendez**. I believe that a successful university, to deal with that problem that you presented, should have a very well developed and strong student development center with strong counseling. We do believe we have that in our institutions.

We have contracted with the Department of Labor in Puerto Rico for a computerized process for orientation for students for vocational and technical careers. The students, while they are there their first year—and they are not doing as well as they should—they get the right orientation. Through the information that we get through the Department of Labor of Puerto Rico, which is computerized, it tells the students what areas and what salaries are available in different positions.

We can take the student and, instead of just saying you don't qualify or you are not university material, we orient that person according to the talents that he may have to be a good plumber, a good electrician, and then we refer those students to the vocational schools.

Perhaps what is needed is for us to get closer with Dr. Lacot to have this bank of talent from the students who want to go back from the university to a vocational career, and then perhaps make a permanent committee of the university and her department where we could refer those students. And those students would be admitted to those vocational schools.

So, at this moment, we have the resources in our student development centers to orient those students and counsel them, but somebody must pick them up at the other end and say, yes, you are welcome here because you have the talent to be a good plumber or a good electrician. That is the way I think it could be done.

Mr. **Miro Montilla**. At our Rio Piedras campus, one of the programs that has a lot of the money is a counseling program and also psychology which we use for for counseling orientation. That way, I think we can help the Department of Education of Puerto Rico with a program of the students selecting the area which they want to have in higher education.

Of course, I would like also to comment that not always will students go for a career which guarantees a job because sometimes they would fail overall their vocation training in some areas. At Rio Piedras, we find that for the last 4 years—and you know the economic situation—we find a steady rise in the demand for areas like drama, fine arts, and music. And you know that these areas don't really guarantee a job.

Mr. **Corrada**. By the way, let me say that by emphasizing the technical and vocational needs, of course, in a society that represents the problem of dehumanization and that presents the problem of high technological development and at times man being represented as the cog in the machinery that results in the production of materialistic goods, we can never underscore enough the need for fine arts and for humanities. After all, those are the basic fundamental human values that allow us to use the technologies in a way that ultimately responds to the improvement of man as a human being and the improvement of the quality of life.

I thank the panel. You have been very kind in answering all of the questions and, of course, in presenting your excellent testimony. We appreciate very much your presence here.

Mr. MIRO MONTILLA. Thank you.

Mr. MENDEZ. Thank you very much.

Mr. CRUZ. Thank you.

Mr. CORRADA. We have as our last witness today Dr. Norman Maldonado, chancellor, University of Puerto Rico Medical Science School. Dr. Maldonado is, of course, an outstanding physician with vast experience in the field of public health and education.

We are very pleased to welcome you, Dr. Maldonado. You may proceed with your testimony.

STATEMENT OF NORMAN MALDONADO, M.D., CHANCELLOR, UNIVERSITY OF PUERTO RICO SCHOOL OF MEDICAL SCIENCE

Dr. MALDONADO. I am Norman Maldonado, chancellor of the medical sciences campus of the University of Puerto Rico. I want to thank the chairman, Hon. Paul Simon, for inviting me to participate in this panel, as well as today's chairman, Hon. Congressman Baltasar Corrada.

Puerto Rico has a regionalized health care delivery system for over 60 percent of the medically indigent population. Health indicators have been improving dramatically and we enjoy one of the best life expectancy statistics. This we do with limited resources, especially in medicaid funds, which affect our delivery of health services.

The Medical Sciences Campus is the main institution to train health professionals on the island. Of course, we use the hospitals of the medical center, regional hospitals and health centers throughout the island. Our programs are all fully accredited by the national accrediting agencies, just like all of the schools on the mainland. Our enrollment is as follows: we have 600 medical students; we have 50 students in the Biomedical Graduate School; we have 260 dental students; we have 200 students in public health; we have 360 pharmacy students; we have 20 allied health programs which has 1,800 students, 1,200 are nursing students; and we have 300 interns and residents in 40 medical specialties and subspecialties. We have a total of 3,200 students on the campus. Ours are the only programs on the island, except for medicine, nursing, and medical technology and, of course, some of the associate degrees that have been mentioned here before.

There are three smaller private medical schools, two accredited by the Liaison Committee of Medical Education and one not accredited. There are close to 27,000 health professionals registered in Puerto Rico for a ratio of close to 1 professional per 100 of the population. Our school, the Medical Science Campus, has graduated over 12,000 of these health professionals, which includes 2,000 physicians or one-third of those in practice on the island. Almost all of the dentists, pharmacists, health administrators, and technicians are graduates of our programs. Over 1,100 professional nurses graduate every year. This means that with 6,000 physicians and 22,000 nurses, we are approaching an ideal number of professionals for the health care of the population. The laws requiring 1 year of public services prior to licensing has helped to insure a good distribution of these health professionals throughout the island.

We have had one or two U.S. mainland students in our medical school class at the University of Puerto Rico, even since my days as a student. The Caribe Medical School has 10 or more per class; and in Ponce, although they frequently don't graduate, I learned that they have a couple of students from the mainland. About 20 percent of the University of Puerto Rico Medical School graduates—we graduate about 150 per year—about 20 percent go to the mainland for further training and work. However, 80 percent of the graduates from the other schools go to the United States, at least for their internship. Thus, out of a total of around 300 graduates of medicine in Puerto Rico, about 150 do go to the United States every year for further training, military service, or work.

Our students receive local and Federal financial aid; 66 percent of the moneys are from Federal programs, of which 25 percent is in the form of bank loans. Our students have had a decrease in the Federal loans, the HEAL loans, and also a dramatic decrease in the National Health Sciences Corps scholarships.

Even though our tuition is low by mainland standards, books, dental and medical equipment and other expenses are as high or higher. However, we have had not a single student drop out because of financial need in the past 5 years. Our main problem is the increase in paperwork to comply with the new rules and regulations concerning student aid. Students in the private medical schools with tuitions of $12,000 to $15,000 per year are being affected by this limitation in funds. Our tuition is only $1,750 in the present year and will increase $250 per year up to a maximum of $2,500 per year by the year 1984-85.

Overall, our medical sciences campus has seen a decrease in Federal funds for education from $3.7 million per year in 1979 to $2 million in 1982-83. Our research funds are limited for many reasons, one of which is geographic isolation. In this category, we have had a slight increase from $2.4 million to $2.7 million in the past 4 years. Community services have increased from $1.4 million to $1.9 million. Overall, we have had a decrease from $7.7 million to $6.6 million without considering inflation in the past 4 years. This is a very small amount of money for a large institution like ours, since we have serious difficulties competing with the mainland universities for grants and contracts.

Federal programs have been very successful in Puerto Rico. The regional medical program, capitation for health professions, programs for training in allied and public health, the medical specialties training programs, and service programs such as family planning and migrant health workers, have all been very successful. Only the latter three—and I should say the latter two—are still in operation. Only one or two of the medical specialty programs is still left. The National Health Services Corps program has also been very beneficial for our health delivery programs throughout the island, especially in the small towns.

I am convinced that, without Federal help, many of the health programs beneficial to our population could not be continued. I urge you to continue your support.

Thank you.

[The prepared statement of Norman Maldonado follows:]

Prepared Statement of Dr. Norman Maldonado, Chancellor, Medical Sciences Campus, University of Puerto Rico

I want to thank the Chairman, the Honorable Paul Simon, for inviting me to participate in this panel, as well as all other members. Puerto Rico has a regionalized medical care system for the over 60% of our medically indigent population. Health indicators have been improving dramatically and we enjoy one of the best life expectancy statistics. These we do with limited resources especially in Medicaid funds, which affect our delivery of health services.

The Medical Sciences Campus is the main institution to train health professionals in the island. Our programs are all fully accredited by the national accrediting agencies. Our enrollment is as follows: the Medical School, 600 students; the Biomedical Sciences Graduate School, 50 students; the Dental School, 260 students; the School of Public Health, 200 students; the School of Pharmacy, 360 students; the College of Allied Health Professions, 20 programs and 1,800 students of whom 1,200 are Nursing students; and 300 interns and residents in 40 medical specialties and sub-specialties for a total of 3,200 students. Ours are the only programs in the Island, except for Medicine, Nursing and Medical Technology.

There are three smaller private medical schools, two accredited by the Liaison Committee of Medical Education and one not accredited. There are 37,929 health professionals registered in Puerto Rico for a ratio of 1 per 100 population. Our school has graduated over 12,000 of these, which include 2,000 physicians or 1/3 of those in practice on the island. Almost all the dentists, pharmacists, health administrators and technicians, are graduates of our programs. Over 1,100 professional nurses graduate every year. This means that with 6,000 physicians and 22,000 nurses, we are approaching an ideal number of professionals for the Island's needs. The law requiring one year of public services prior to licensing has helped to ensure a good distribution of these health professionals throughout the Island.

We have had one or two United States mainland students in each medical school class. The Caribe Medical School has 10 or more per class, and Ponce School of Medicine none, that I know. About 20% of University of Puerto Rico, 150 medical graduates, go to the mainland for further training and work. Eighty percent (80%) of the other school's graduates go to the United States. Thus a total of about 150 of our 300 graduates go to the United States every year.

Our students receive local and federal financial aid. Sixty six (66%) of the monies are from federal programs, of which close to 25% is in the form of bank loans. Our students have had a decrease in federal loans (HEAL) and in National Health Sciences Corps Scholarships.

Even though our tuition is low by mainland standards, books, dental and medical equipment, and other expenses are as high or higher. However, we have had not a single student drop out because of financial need in the past five years. Our main problem is the increased paper work to comply with new rules and regulations. Students in the private medical schools with tuition of $12,000 to $15,000, per year are being affected by this limitation in funds.

Overall our Medical Sciences Campus has seen a decrease in federal funds for education from $3.7 million per year in 1979 to $2.0 million in 1982-83. Our research funds are limited for many reasons, one of which is geographic isolation. In this category we have had a slight increase from $2.4 to 2.7 million on the past four years. Community services have increased from $1.4 to 1.9 million. Overall we have had a decrease from $7.7 to $6.6 million without considering inflation on the past four years. This is a very small amount of money for a large institution like ours since we have serious difficulties competing with the mainland universities for grants and contracts.

Federal programs have been very successful in Puerto Rico. The Regional Medical Program, Capitation for Health Professions, Programs for Training in Allied and Public Health; the Medical Specialties Training Programs; and service programs such as Family Planning and Migrant Health Workers have all been very successful. Only the latter three are still in operation. The National Health Services Corps Program has also been very beneficial for our health delivery programs throghout the Island in the small towns.

I am convinced that without federal help many of the health programs beneficial to our population could not be continued. I urge you to continue your support.

Thank you.

NM/jrr

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HEALTH INDICATORS
PUERTO RICO
YEAR 1981

TOTAL POPULATION	3,242,200
LIFE EXPECTANCY AT BIRTH [1]	73.11 years
BIRTH RATE	22.0
DEATH RATE	6.5
INFANT MORTALITY RATE	18.6

CAUSE-SPECIFIC DEATH RATES FOR FIRST TEN PRINCIPAL CAUSES [2]

Heart Diseases	171.6
Cancer	103.1
Cerebrovascular Diseases	53.3
Influenza and Pneumonia	37.9
Accidents	27.5
Diseases of Early Infancy	25.3
Diabetes Mellitus	25.0
Liver Cirrosis	24.5
Homicides	16.7
Arteriosclerosis	15.1

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[1] Data for 1980

[2] Rates per 100,000 inhabitants

May/1983
Planning Division

PRINCIPAL INDICATORS OF VOLUME OF SERVICES OFFERED BY LEVEL OF CARE
PUERTO RICO
1981

INDICATORS	Primary Level	Secondary Level	Tertiary Level
Bed Capacity	432	1,167	2,700
Licensed Bed Capacity	411	788	2,123
Admissions	5,618	35,918	88,353
Patient Days	33,468	162,347	538,153
Average Daily Census	91.7	444.8	1,474.4
Percent Occupancy	22.3	56.4	69.4
Average Length of Stay	5.9	4.5	6.1
Emergency Visits	1,241,639	338,452	308,699
Surgeries	49,147	33,313	62,285
Out Patient Clinic Visits	2,404,315	420,503	540,340

May / 1983
Planning Division

SUPPLY OF PHYSICIANS BY SPECIALTY IN PUERTO RICO 1980 AND ESTIMATES FOR 1985-86

	1/ Active Physicians 1980	2/ Estimate of Active Physicians 1985-86
TOTAL	4,057	6,391
PRIMARY CARE	2,782	4,428
General Practice	1,607	2,197
Family Practice	92	176
Pediatrics	378	757
Obstetrics Gynecology	268	460
General Internal Medicine	421	783
Emergency Medicine	16	55
REFERRAL CARE	970	1,544
General Surgery	177	328
Neurosurgery	22	28
Urology	48	78
Orthopedic Surgery	49	76
Otolaryngology	66	81
Ophthalmology	93	130
Neurology	43	72
Physical Medicine and Rehabilitation	46	76
Dermatology	46	64
Psychiatry	175	274
Surgery Sub-specialties	37	34
Internal Medicine Sub-specialties	168	303
SUPPORT CARE	250	365
Anesthesiology	86	129
Pathology	67	83
Radiology	97	153
OTHER 3/	55	54

1/ Data from the Health Resources Registry.

2/ These numbers include active physicians and physicians in residency training in time equivalency.

3/ Includes Aesrospace Medicine, Occupational Medicine, Public Health, Preventive Medicine and others. No new additions were estimated for these specialties in 1985-86, because they are not trained in Puerto Rico.

Planning Unit
November/1982

DEGREES CONFERRED
MEDICAL SCIENCES CAMPUS
YEARS 1941-42 TO 1981-82

Academic Programs	Total 1941-42 to 1981-82	1970-71 to 1981-82
Total Medical Sciences Campus	12,689	8,979
Medicine	2,119	1,347
Biomedical Sciences	107	100
Odontology	821	567
Health Services Administration	241	180
Nutrition	118	100
Public Health Education	569	222
Public Health	475	244
Nursing (M.S.)	275	260
Nursing (B.S.)	1,321	1,126
Medical Record Administration	131	97
Dietetic Internship	59	59
Medical Technology	1,212	656
Physical Therapy	634	488
Occupational Therapy	351	309
Physical & Occupational Therapy	112	2
Dental Hygiene	121	114
Dental Assistance	697	524
Dental Technology	50	50
Radiological Technology	263	263
Pharmacy	835	835
Others	2,178	1,436[a]

EBH/mm

Planning Division
May 25, 1983

TOTAL ACTIVE HEALTH PROFESSIONALS
AND POPULATION PER PROFESSIONAL
PUERTO RICO, YEAR 1980

Professionals	Total	Population/ Professional
Total Active Professionals	25,323	126
Physicians	4,057	785
Dentists	741	4,301
Pharmacists	1,436	2,219
Auxiliary Farmacists	177	18,008
Professional Nurses	7,181	443
Practical Nurses	7,211	442
Obstetrical Nurses	199	16,017
Health Services Administrators	186	17,137
Dental Hygienist	40	79,689
Dental Assistant	373	8,546
Dental Techinician	206	15,474
Nutritionists and Dietetians	340	9,402
Health Educators	256	14,104
Medical Technician	1,051	3,032
Radiologic Techinician	588	5,421
Occupational Therapist	182	17,514
Occupational Therapist Assistant	76	41,941
Physical Therapist	355	8,979
Physical Therapist Assistant	87	36,638
Radiotherapist Technician	14	227,683
Optometrists	49	65,052
Veterinaries[a/]	96	33,204
Others[b/]	422	7,482

[a/] Were not registered in the First Registry.

[b/] Includes House Health Administrator (27), Chiropractists (18), Opticians (65), Podiatrists (11), Auxiliary Surgery Technicians (159), and Embalsamists (142). (Preliminary Data)

EBH/mm

Planning Division
May 25, 1983

TOTAL REGISTERED HEALTH PROFESSIONALS
PUERTO RICO, YEAR 1982

Professionals	Total
Total Registered Professionals	37,929
Physicians	5,147[a/]
Dentists	840
Pharmacists	2,393
Auxiliary Farmacists	296
Professional Nurses	11,243
Practical Nurses	11,711
Obstetrical Nurses	292
Health Services Administrators	241
Dental Hygienist	71
Dental Assistant	601
Dental Techinician	291
Nutritionists and Dietetians	545
Health Educators	262
Medical Technician	1,398
Radiologic Techinician	858
Occupational Therapist	268
Occupational Therapist Assistant	209
Physical Therapist	537
Physical Therapist Assistant	226
Radiotherapist Technician	13
Optometrists	59
Veterinaries[a/]	69
Others[b/]	359

a/ Estimate includes residentes in full-time equivalent (Physicians did not register at the second Registry).

b/ Includes Auxiliary Surgery Technicians (21), Chiropractists (79), Opticians (43), Podiatrists (13), and Embalsamists (203).

EBH/mm

Planning Division
May 25, 1983

BRIEF SUMMARY

SUPPLY AND REQUIREMENTS OF PHYSICIANS IN PUERTO RICO

BY: Kathleen E. Crespo, M. S.
Elena Batista de Herrera, M. C. H. P.

Methodology

The different components of the study are summarized in the following Conceptual Model; as can be seen, the study consists of five principal areas:

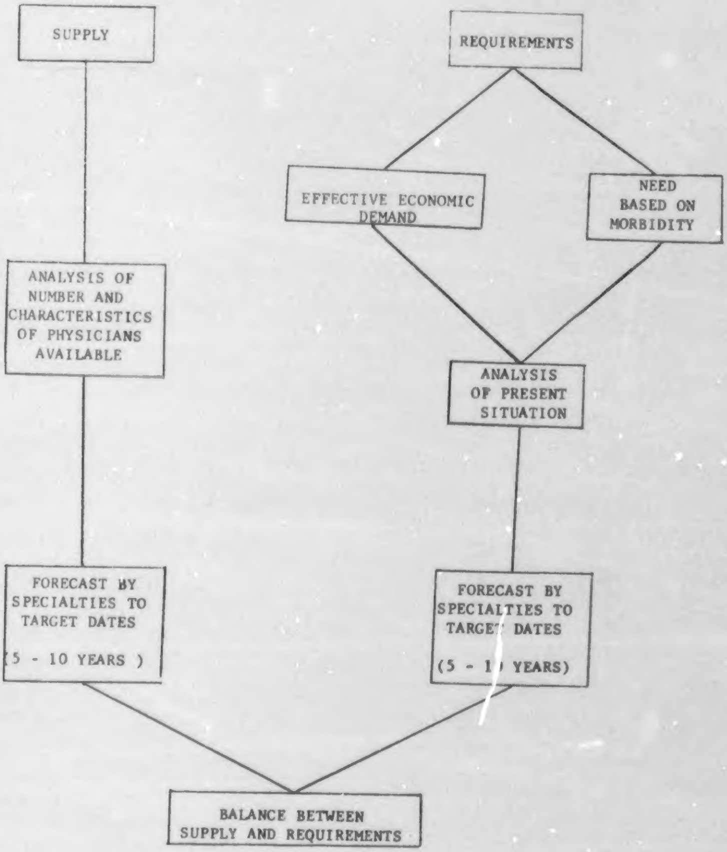
1) Physician Supply - In this part, the study analizes the number and other characteristics of available physicians in Puerto Rico; qualified to practice the occupation, whether actively practicing or not.
2) Physician Supply Forecasts - The number of Physicians is projected allocated by specialties for 1985-86 and 1990-91.
3) Physician Requirements - The number of physicians required to provide a given type and level of medical service to the puertorican population both in the private and public sector is analyzed. It is measured by two methodological approaches, need and effective economic demand.

   By need we understand a normative statement of the number of physicians required to service the medical needs of the population in terms of their expressed morbidity, and demographic characteristics.

   Effective Economic Demand, as defined in the study, refers to the amount of physician manpower which consumers or employers will use (employ) at various rates of

CONCEPTUAL MODEL

SUPPLY AND REQUIREMENTS OF PHYSICIANS IN PUERTO RICO


SUPPLY
REQUIREMENTS
EFFECTIVE ECONOMIC DEMAND
NEED BASED ON MORBIDITY
ANALYSIS OF NUMBER AND CHARACTERISTICS OF PHYSICIANS AVAILABLE
ANALYSIS OF PRESENT SITUATION
FORECAST BY SPECIALTIES TO TARGET DATES (5 - 10 YEARS)
FORECAST BY SPECIALTIES TO TARGET DATES (5 - 10 YEARS)
BALANCE BETWEEN SUPPLY AND REQUIREMENTS

compensation. It is the number of wages, salaries or fees which the consumers are willing and have the ability to pay for. In other words, the number of jobs that can be financed with current or future funds.

What distinguishes one from the other, is the social ideals (what people feel ought to be done) and economic realities (what people are able to pay for).

4. Physician Requirements Forecasts - The number of physicians required is projected in terms of need and Effective Economic Demand for 1985-86 and 1990-91
5. Balance between Supply and Requirements - Comparison between actual and projected supply with the actual and projected requirements. Recommendations are made for the necessary adjustments to effect a balance. Constraints are described as limiting factors in the recommendations.

I PHYSICIAN SUPPLY

Activities	Techniques or Instruments
1. General characteristics of physicians in Puerto Rico: ---Age Groups and Sex Distribution ---Geographic Distribution ---Distribution by Specialties ---Mayor type of practice ---Hours of work per week	1. Statistical data provided by the Health Resources Registry
2. Analysis of Historic data on enrollment, and number of graduates in medical schools in Puerto Rico and foreign countries.	2. Questionnaires sent to universities in Puerto Rico, Mexico, Dominican Republic, and Spain
3. Analysis of trends of the entry rates into specialties	3. Questionnaires sent to universities, Health Department, and Private Hospitals

II PHYSICIAN SUPPLY FORECASTS

Activities	Techniques or Instruments
1. Medical School graduates are forecasted up to 1985-86 and 1990-91. The selection of specialties is assumed to behave in a similar form to the observed historic trends	1. Regression analysis, analysis of trends in the selection of specialties, actual geographical distribution, recent legislation, human resources inventories of the health department, and census data
2. The projected number of graduates are allocated to specialties and are added to the actual supply of physicians. The expected mortality, migration, retirement and inactivity rates are substracted.	2. Component Method Analysis of mortality rates by are and sex groups, migration rates, retirement age, and inactivity rates observed in the Health Resources Registry

III PHYSICIAN REQUIREMENTS

A. Need Based Analysis

Activities	Techniques or Instruments
1. The morbidity of the puertorican population is analyzed by chronic and acute conditions for sex and age groups	1. Statistical data provided by the Health Department's Master Sample
2. Conversion of morbidity rates into required visits allocated by specialty	2. Building requirement multipliers from local morbidity rates
3. The total number of necessary visits for the population by sex and age groups, in six (6) types of medical care are calculated. These types of care include the diagnosis and treatment of morbidity which restricts activity and preventive care services --Visits for primary care --Visits for referred care --Visits for Well Care --Visits for pregnancy care --Visits for family planning	3. Based on Standards --Schonfeld et al Standards for Good Medical Care --Lifetime Health Monitoring Program --Krasner and Muller "Manpower in Obstetrics Gynecology in a Period of Declining Birth Rate" --Key informants
4. Conversion of visit requirements by specialty into number of physicians required by specialty Determining the volume of services that a physician in a specific specialty will provide during a year. Physician productivity is based on:	

Activity	Techniques or Instruments
Current physician productivity by specialty	Data collected by questionnaires administered to physicians in both, public and private practice
=Average number of visits per year	
=Average number of weeks worked per year x average number of visits per week	
Ideal physician productivity by specialty	
=Standard on the ideal number of visits per year per specialty	--Standards from the American Medical Association
=$\frac{\text{Average number of weeks worked per year x average number of hours worked per week x 60}}{\text{Visit Length}}$	--Standards from the National Ambulatory Medical Care Survey --Interviews with key informants
5. Calculating requirements for support physicians (anesthesiologists, pathologists, radiologists, and other hospital based physicians)	
Ideal - The required number of physicians is calculated based on standards	Standards developed by Applied Management Sciences
B. Effective Economic Demand	
1. Job opportunities for physicians are analyzed in terms of filled positions, vacant positions, and contracts in public service institutions; private hospitals; educational and research institutions.	Questionnaires were sent to public service institutions, private hospitals and research and educational institutions
2. The number and productivity of physicians in private practice are analyzed	Questionnaires were administered to a sample of physicians in private practice
3. The proportion of support physicians per hospital and per population (total and by health regions) are calculated	Statistical data from the Health Resources Registry, Registry of Hospitals and other Health Facilities, Census Data.

IV PHYSICIAN REQUIREMENTS FORECASTS

Activities	Techniques or Instruments
A. Need Based Analysis	
1. Morbidity rates, and population are projected	Regression Analysis, Standards
2. Required visits by specialty are calculated	
3. Conversion of visit requirements into number of physicians required by specialty for 1985-86 and 1990-91	
B. Effective Economic Demand	
1. Current data is projected to 1985-86 and 1990-91, assuming that access barriers which restrict consumer utilization of health services, the health services system and technological aspects will remain constant	Regression Analysis

Organizational Structure

During 1979 the chancellor of the Medical Sciences Campus, Dr. Norman Maldonado, commissioned an advisory committee the development of a study on Physician Manpower.

Due to the complex scope desired and range of expertise required; it was later assigned to a task force, during the summer of 1980. At this time a graduate student of the Health Services Administration program, started working with the task force. As part of her academic requisites a preliminary report of the study was presented at a seminar in May 1981.

Some parts of the study have been reviewed, but there is still some areas that need depuration and revision.* Also summary reports of outstanding findings have been prepared for different purposes.

The pending activities are summarized as follows:

1) Analysis of trends of the entry rates into specialties.
2) Review of physician forecast for general practice and some sub-specialties in Internal Medicine and Surgery for 1985-86.
3) Elaborate the physician forecast for 1990-91, allocated by specialties
4) Develop the need based analysis for physicians
5) Review data on physician productivity in Puerto Rico
6) Refine analysis of Effective Economic Demand Data
7) Analysis of forecasts
8) Writing and editing of final report

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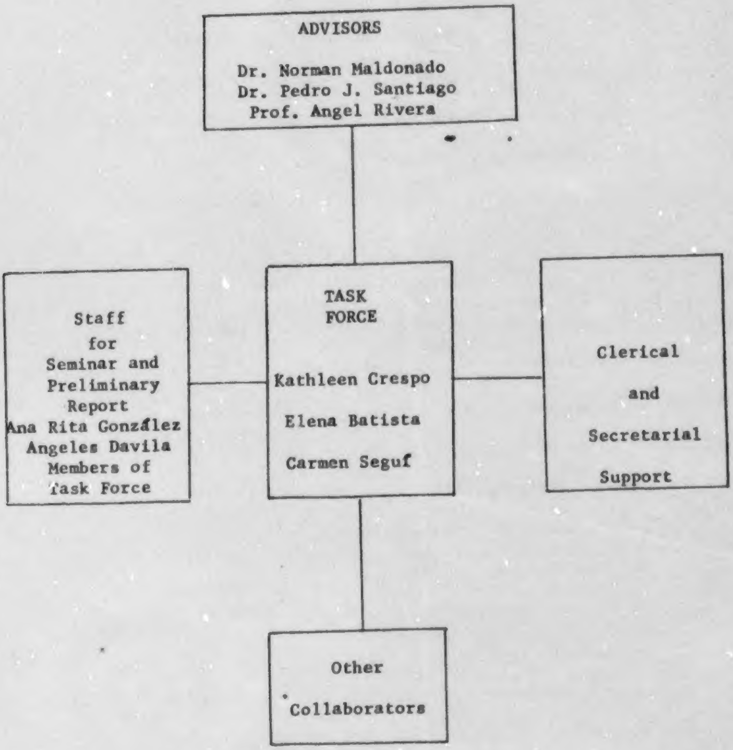
*Each specialty and or sub-specialty should further explore specific aspects and particularities of their specialty, after this study has been concluded.

ORGANIZATIONAL STRUCTURE
OF PARTICIPANTS


ADVISORS
Dr. Norman Maldonado
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TASK FORCE
Kathleen Crespo
Elena Batista
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Staff for Seminar and Preliminary Report
Ana Rita González
Angeles Davila
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Clerical and Secretarial Support
Other Collaborators

Objectives of the Study

1) To forecast the requirements of physicians in Puerto Rico and compare with the supply forecasts.
2) Anticipate undesired situations or problems, and consider possible solutions of impact in the health services delivery system in Puerto Rico.
3) Determine implications and consequences of the different alternatives and the optimal time required to perform them.
4) Advise the health and Academic sectors in the following specific aspects:
    a) What number of physicians are required to meet the needs of health care of the puertorican population.
    b) Which is the most appropriate specialty distribution of physicians in Puerto Rico.
    c) How can a better geographical distribution of physicians be achieved.

Summary of Outstanding Findings

1) In 1982, there were 300 first year residency positions available for approximately 574 graduates from Puerto Rico, and foreign medical schools; however, a large number of these graduates go to the United States for their residency training.
2) Based on data from the 1978-80 Health Resources Registry, there were 4,057 active physicians in Puerto Rico. In 1982 the number of active physicians was estimated at 5,496, of which 1,037 were residents in training. It was estimated that in total terms, the residents dedicate approximately 66% of their time to direct medical care. Therefore, the adjusted number of active physicians in Puerto Rico in 1982 was 5,147. This represents a rate of 636 inhabitants per physician, which compares favorably with the International Health Organization parameter of 650 inhabitants per physician.
3) There is an uneven geographical distribution of physicians. The rate of population to physician in the San Juan Metropolitan Area is 465, while in the rest of the Island the rate is 1,190.

   In terms of type of care; 68% of physicians were in primary care, 23.9% in referral care and 6.1% in support care.

   In the Standard Metropolitan Statistical Area of San Juan, there is a smaller percent of physicians in primary care (61.4%) than in the rest of the Island (76.7%). The opposite occurs with referral and support care where there is a larger percent of physicians in the San Juan Metropolitan area, than in the rest of the Island.

4. The number of active physicians forecasted to 1985-86 is 6,391. The largest percentual increase is expected in Emergency Medicine, Pediatrics, Family Medicine, General Internal Medicine, and General Surgery.
5. Both in 1980 and in 1985, the Effective Economic Demand that was quantified in the study, is less than the number of physicians available (3,436; 5,046)
6. The preliminary data on need for physicians that was based on audit standards for the United States, indicated there was a deficit of physicians both for 1980 and 1985. This is one of the areas which is under revision in order to consider puertorican morbidity and demographic characteristics (6,255; 6,828).
7. In general terms, at this moment, we still can't speak of surplus of physicians in Puerto Rico. When we compare some specialties and sub-specialties with the figures for the United States, we observe large gaps in referral and support care. For example, specialties such as ophtalmology, orthopedic, psychiatry have a considerably larger rate of population per physician than in United States.

In general, the rate of population to physician in referral care is twice the rate in the United States.

In support care it is almost three times that of the United States.

NUMBER, PERCENT DISTRIBUTION AND POPULATION PER PHYSICIAN IN PUERTO RICO, 1980

SPECIALTIES	TOTAL			SAN JUAN METROPOLITAN AREA (a)			REST OF THE ISLAND		
	Number	Percent	Population/ Physician	Number	Percent	Population/ Physician	Number	Percent	Population/ Physician
TOTAL	4,057	100.0	785	2,263	100.0	465	1,794	100.0	1,190
PRIMARY CARE	2,766	68.0	1,152	1,389	61.4	757	1,377	76.7	1,550
General Practice	1,607	40.0	1,983	690	30.5	1,524	917	51.1	2,328
Family Medicine	92	2.0	34,631	37	1.6	28,425	55	3.1	38,806
Pediatrics (b)	378	9.0	2,656	227	10.0	1,483	151	8.4	4,523
Obstetrics-Gynecology (c)	268	7.0	4,943	158	7.1	2,796	110	6.1	8,149
General Internal Medicine	421	10.0	7,568	277	12.2	3,797	144	8.0	14,822
REFERRAL CARE	970	23.9	3,286	647	28.6	1,626	323	18.1	6,608
Psychiatry	175	4.3	18,206	149	6.6	7,059	26	1.4	82,090
General Surgery	177	4.4	18,000	97	4.3	10,843	80	4.5	26,679
Surgery Sub-specialties	37	0.9	86,110	27	1.2	38,953	10	0.6	213,435
Neurosurgery	22	0.5	144,822	17	0.7	61,866	5	0.3	426,869
Urology	48	1.2	66,377	28	1.3	37,562	20	1.1	106,717
Orthopedic Surgery	49	1.2	65,022	32	1.4	32,867	17	0.9	125,550
Otolaryngology	66	1.6	48,274	37	1.6	28,425	29	1.6	73,598
Ophthalmology	93	2.3	34,259	64	2.8	16,433	29	1.6	73,598
Neurology	43	1.1	74,095	32	1.5	32,867	11	0.7	194,031
Physical Medicine and Rehabilitation	46	1.1	69,262	39	1.7	26,967	7	0.4	304,907
Dermatology	46	1.2	69,262	30	1.3	35,058	16	0.9	133,397
Internal Medicine Sub-specialties	168	4.1	18,965	95	4.2	11,071	73	4.1	29,238
SUPPORT CARE	250	6.1	12,744	174	7.7	6,046	76	4.2	28,080
Anesthesiology	86	2.1	37,047	66	2.7	17,529	26	1.4	82,090
Pathology	67	1.6	47,553	44	1.9	23,903	23	1.3	92,798
Radiology	97	2.4	32,846	70	3.1	15,025	27	1.5	79,050
OTHER	71	1.8	44,874	53	2.3	19,844	18	1.0	118,575

Planning Unit
November/82

NOTES:

a) San Juan Standard Metropolitan Statistical Area as defined in the 1970 Census.

b) The rate of population to physician was calculated for the population from 0-14 years of age. Because of lack of data the age and sex structure of both the San Juan Metropolitan Area and the Rest of the Island was assumed to be the same as the total population of Puerto Rico.

c) The rate of population to physician was calculated for the female population 10 years or older.

Source: Preliminary report on Supply and Requirements of Physicians in Puerto Rico, 1982.

Planning Unit
November/82

SUPPLY OF PHYSICIANS BY SPECIALTY IN PUERTO RICO
1980 AND ESTIMATES FOR 1985-86

	1/ Active Physicians 1980	2/ Estimate of Active Physicians 1985-86
TOTAL	4,057	6,391
PRIMARY CARE	2,782	4,428
General Practice	1,607	2,197
Family Practice	92	176
Pediatrics	378	757
Obstetrics Gynecology	268	460
General Internal Medicine	421	783
Emergency Medicine	16	55
REFERRAL CARE	970	1,544
General Surgery	177	328
Neurosurgery	22	28
Urology	48	78
Orthopedic Surgery	49	76
Otolaryngology	66	81
Ophthalmology	93	130
Neurology	43	72
Physical Medicine and Rehabilitation	46	76
Dermatology	46	64
Psychiatry	175	274
Surgery Sub-specialties	37	34
Internal Medicine Sub-specialties	168	303
SUPPORT CARE	250	365
Anesthesiology	86	129
Pathology	67	83
Radiology	97	153
OTHER 3/	55	54

1/ Data from the Health Resources Registry.

2/ These numbers include active physicians and physicians in residency training in time equivalency.

3/ Includes Aesrospace Medicine, Occupational Medicine, Public Health, Preventive Medicine and others. No new additions were estimated for these specialties in 1985-86, because they are not trained in Puerto Rico.

Planning Unit
November/1982

NUMBER, PERCENT DISTRIBUTION AND POPULATION PER PHYSICIAN IN PUERTO RICO AND THE UNITED STATES, 1980

SPECIALTIES	PUERTO RICO			UNITED STATES		
	Number	Percent	Population/ Physician	Number	Percent	Population/ Physician
TOTAL	4,057	100.0	785	374,000 (a)	100.0	580
PRIMARY CARE	2,766	68.0	1,152	164,800	44.0	1,327
General Practice	1,607	40.0	1,983	54,350	14.5	4,000
Family Medicine	92	2.0	34,631	-	-	-
Pediatrics (b)	378	9.0	8,429	24,850	6.6	8,801
Obstetrics-Gynecology (b)	268	7.0	11,888	23,100	6.2	9,500
General Internal Medicine	421	10.0	7,568	48,950	13.1	4,500
Osteopathic General Practice	-	-	-	13,550	3.6	16,100
REFERRAL CARE	970	23.9	3,286	139,050	37.0	1,573
Psychiatry	175	4.3	18,206	28,300	7.6	7,728
General Surgery	177	4.4	18,000	30,700	8.2	7,100
Surgery Sub-specialties	37	0.9	86,110	4,700	1.2	46,535
Neurosurgery	22	0.5	144,822	3,000	0.8	73,300
Urology	48	1.2	66,377	7,100	1.9	30,800
Orthopedic Surgery	49	1.2	65,022	12,350	3.3	17,700
Otolaryngology	66	1.6	48,274	6,100	1.6	36,000
Ophthalmology	93	2.3	34,259	11,750	3.1	18,600
Neurology	43	1.1	74,095	4,850	1.3	45,000
Physical Medicine and Rehabilitation	46	1.1	69,262	2,000	0.5	109,200
Dermatology	46	1.2	69,262	5,000	1.3	43,600
Internal Medicine Sub-specialties	168	4.1	18,965	23,200	6.2	9,427
SUPPORT CARE	250	6.1	12,744	46,050	12.3	4,750
Anesthesiology	86	2.1	37,047	14,850	4.0	14,700
Pathology	67	1.6	47,553	12,650	3.3	17,300
Radiology	97	2.4	32,846	18,550	5.0	11,800
OTHER	71	1.8	44,874	25,100	6.7	8,713

Planning Unit
November/1982

NOTES:

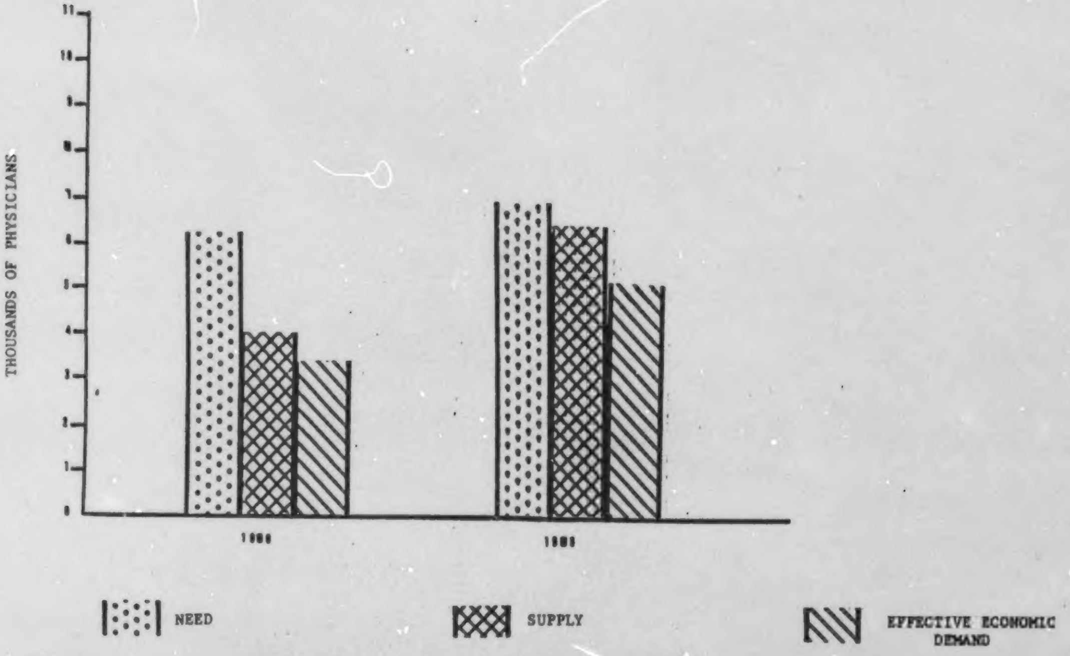
a) The sum of the specialty specific supply estimates is 375,000 which exceeds the total, due to rounding of data, and the fact that psychiatry and Neurology, as well as Ophthalmology and Otolaryngology, are combined specialties for osteopathic medicine. In the table the numbers for each of these four specialties includes osteopathic physicians, thus creating a double count. Their number is included in the total only once.

b) The total population number was utilized for each calculation in this table. The numbers are not adjusted by age for pediatrics specialties or by age and sex for obstetrics-gynecology, because the data for the U.S. was in this form.

Source: Preliminary report on Supply and Requirements in Puerto Rico, 1982 and G MANAC, 1980.

Planning Unit
November/1982

NEED, SUPPLY AND EFFECTIVE ECONOMIC DEMAND OF PHYSICIANS, PUERTO RICO, 1980-81, 1985-86



UNIVERSITY OF PUERTO RICO
MEDICAL SCIENCES CAMPUS

Student Financial Aid
Fiscal Year 1982-83

	Beneficiaries	Financial Resources
Federal Funds		
Pell Grant	778	$ 742,797
S. E. O. G.	91	52,944
Incentive Grant	65	16,532
National Health Service Corps.	89	781,574
Armed Forces	23	147,600
Health Education Assistance Loan (HEAL)	21	165,000
Federal Loans in: Medicine	56	184,427
Odontology	39	133,511
Nursing (Baccaulareate)	20	14,500
Pharmacy	73	46,450
Federal Scholarship in Nursing (Baccaulareate)	4	3,522
Commercial Loans	209	724,022
Work and Study Program	192	169,254
Total ----------------------------	1,660 (52%)	$3,128,133
State Funds		
Legislative Scholarship in Medicine, Odontology and Medical Veterinary		$ 520,300
Scholarship in Medical Veterinary		280,000
Legislative Scholarship		441,571
Supplementary Aids: Baccalaureate		107,000
Graduate		100,000
Medicine Odontology		150,000
Total ----------------------------	500 (15%)	$1,598,871

Budget Office
May 25, 1983

IGM/jrr

UNIVERSITY OF PUERTO RICO
MEDICAL SCIENCES CAMPUS

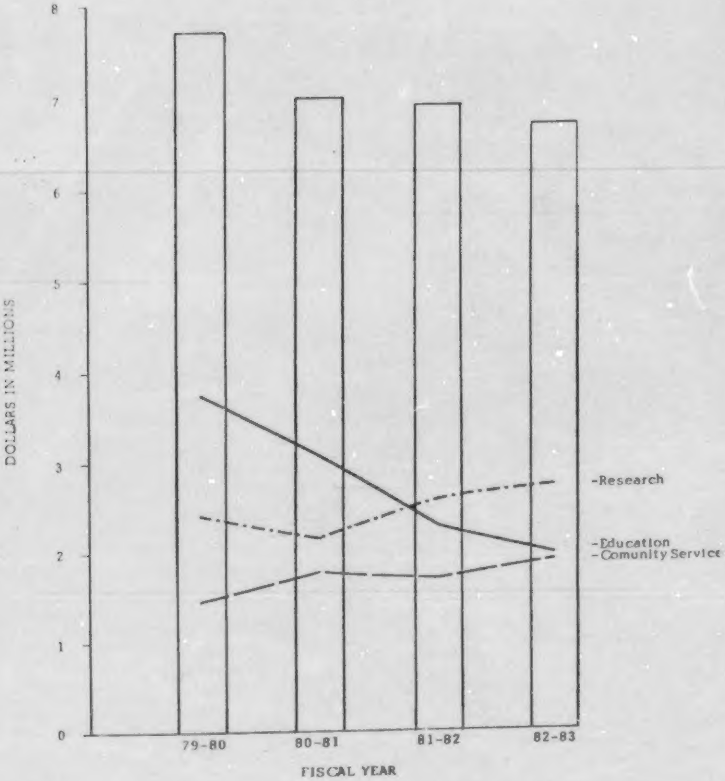
Federal Funds Received

	1979-80	1980-81	1981-82	1982-83	TOTAL
TOTAL	$7,718,004	$7,090,738	$6,796,095	$6,683,796	$28,288,633
Educational Funds	$3,779,032	$3,130,796	$2,377,995	$2,044,444	$11,332,267
School of Medicine	2,066,208	1,693,519	1,304,572	1,147,487	6,211,786
School of Dentistry	387,505	164,318	-	-	551,823
Faculty of Biological Sciences and Graduate School of Public Health	587,018	489,704	256,343	215,076	1,548,141
College of Health Related Professions	658,301	688,955	731,804	556,881	2,635,941
Dean of Academic Affairs	80,000	94,300	85,276	125,000	384,576
Research Funds	$2,480,496	$2,163,231	$2,683,280	$2,729,485	$10,056,492
School of Medicine	2,468,116	2,118,364	2,683,280	2,483,279	9,753,039
Faculty of Biological Sciences and Graduate School of Public Health	12,380	44,867	-	246,206	303,453
Community Services	$1,458,476	$1,796,711	$1,734,820	$1,909,867	$ 6,899,874
School of Medicine	-	122,728	122,728	-	245,456
Faculty of Biological Sciences and Graduate School of Public Health	1,458,476	1,673,983	1,612,092	1,909,867	6,654,418

WIA/jrr

Budget Office
May 25, 1983

TOTAL FEDERAL FUNDS RECIEVED
MEDICAL SCIENCES CAMPUS
YEARS 1979-80 to 1982-83



AEC/ela
Budget Office

UNIVERSITY OF PUERTO RICO
MEDICAL SCIENCES CAMPUS

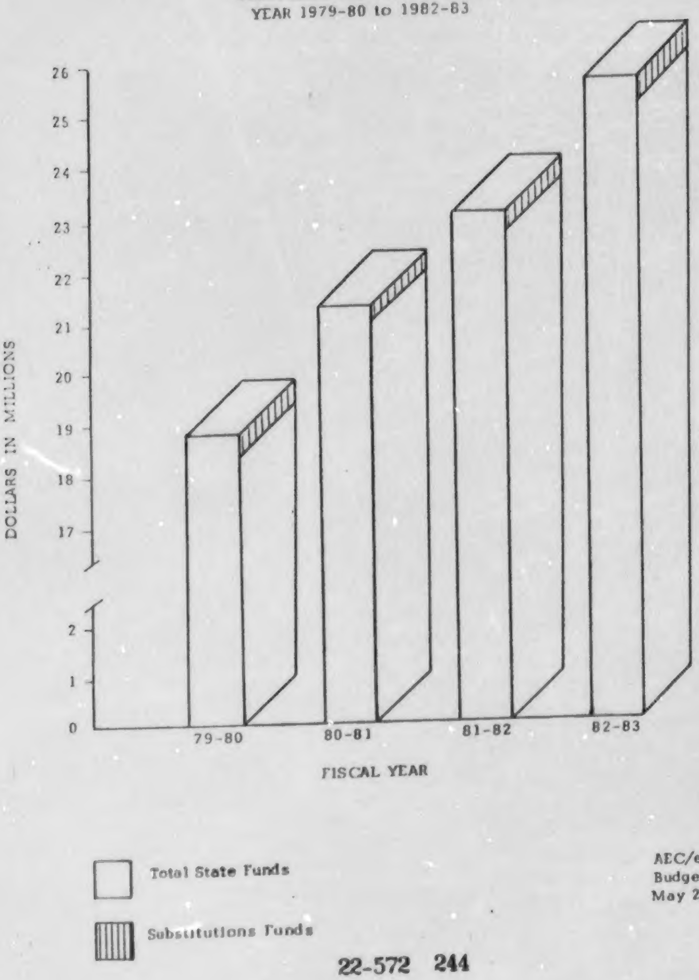
Federal Funds Discontinued

	1980-81	1981-82	1982-83	1983-84	TOTAL
TOTAL	$1,037,194	$851,376	$1,498,925	$1,260,458	$4,647,953
I. Educational Funds	$ 419,075	$745,363	$ 523,941	$ 316,367	$2,004,746
A. School of Medicine	37,779	434,850	338,410	21,000	832,039
B. School of Dentistry	111,359	164,318	-	-	275,677
C. Faculty of Biological Sciences and Graduate School of Public Health	125,699	146,195	-	76,669	348,563
D. College of Health Related Professions	144,238	-	185,531	218,698	548,467
II. Research Funds	$ 618,119	$106,013	$ 852,256	$ 944,091	$2,520,479
A. School of Medicine	615,738	106,013	852,256	697,885	2,271,893
B. Faculty of Biological Sciences and Graduate School of Public Health	2,380	-	-	246,206	248,586
III. Community Services	$ -	$ -	$ 122,728	$ -	$ 122,728
A. School of Medicine	-	-	122,728	-	122,728

WJC/jrr

Budget Office
May 25, 1983

TOTAL FISCAL RESOURCES ASSIGNED
STATE AND SUBSTITUTION OF FEDERAL FUNDS
MEDICAL SCIENCES CAMPUS
YEAR 1979-80 to 1982-83



AEC/ela
Budget Office
May 26, 1983

Mr. **Corrada**. Thank you, Dr. Maldonado. Of course, the entire testimony of Dr. Maldonado that he has submitted will be included in the record. We appreciate your summarizing that statement.

I yield to Mr. Simon.

Mr. **Simon**. First, by way of background, let me say that our subcommittee has jurisdiction over all the student aid and higher education programs, with the exception of the health programs which come under the jurisdiction of Representative Henry Waxman's subcommittee, but we work closely with him. I am not as knowledgeable in this area as I would like to be.

The 1 per 100 population health professionals, how does that compare with the 50 States or any one of the 50 States that you might know?

Dr. **Maldonado**. I think it compares favorably. I think it compares very well. I think that we are still short in the nursing area, but thanks to the help of everybody, including the private universities, even though these programs are very expensive, they have increased those programs in response to our request. Also with the expansion of our own program at the medical science campus, we are beginning to supply that need. So I think we are comparing very favorably in almost all of the areas in the health field, and maybe with the exception of the medical specialities. We still fall short somewhat from what you have in the Nation as a whole. Maybe we have more than a few States, but we still have to train many in specialized fields.

Mr. **Simon**. You mentioned the graduates going to the United States for internship, and so forth. You avoided saying how many stay in the 50 States.

Dr. **Maldonado**. It is very difficult to say that, because it varies from class to class. I can tell you that I am from the class of 1959. I may have been in the same graduation with Mr. Corrada.

Mr. **Simon**. You look much younger.

Dr. **Maldonado**. Thank you, but I don't think so.

Half my classmates are in the States, half of my school. I think that in those early classes, about half of the students—or even more in some classes—went to the States for training and most of them did stay over. We have a lot of our graduates who are in the military.

However, from our graduates in the last few years, due to changes in our curriculum and improvements on our facilities and our technology, we are keeping about 80 percent in our program. However, we do encourage our graduates to go to the States for further training and to mix, because we are afraid of inbreeding, especially being an educational institution.

However, the private institutions that have developed in the last few years, 80 percent of them are going to the States. We cannot tell what is going to happen because most of them are in their training years. I have a feeling that some of them are going to have some difficulty returning because we are having most of our positions filled.

One area that is in most need is the area of primary care in the small towns and on the island. There is where this program of the National Health Service Corps has been very, very beneficial. We have 20 to 22 sites throughout the island, including the mountain towns that are usually far from other areas. There, these students who study with a scholarship will work and pay for each year. They have a reasonably good salary, maybe around $40,000 a year. They don't have to have any other practice but to serve all the people in the area, especially the medical indigents.

The quality of health care in the last few years in Puerto Rico has improved dramatically. I was an under secretary of health, and I saw what we had 5 or 6 or 7 years ago. In the last few years, it has improved a lot. I think it has been the National Health Services Corps that has probably been the most influential in having that quality improve and having continuing patient care.

Mr. SIMON. I thank you very much. I agree with the National Health Service Corps. I also like the requirement you have. I wish we had that in Illinois requiring 1 year of public service prior to licensing. I think that is an excellent idea.

Dr. MALDONADO. That helped us a lot.

Mr. SIMON. Thank you, Mr. Chairman.

Mr. CORRADA. Thank you, Mr. Chairman.

Mr. Williams.

Mr. WILLIAMS. Dr. Maldonado, we appreciate your gracious remarks about the Corps and the good work it is doing. One of the good things, I say to my colleagues, that I find in having congressional hearings away from Washington is that we often hear of the good that is done by some of the legislation that we pass through the years. When we stay in Washington, we usually only hear, particularly from those in the highest places in government, about the bad that the Federal Government causes across the Nation. Of course, there is an enormous amount of good, and you have spoken very well to one of them. I am delighted to hear that physicians services, particularly to the rural folks in Puerto Rico, have improved dramatically.

Do you have any statistics that can compare the health conditions of the Puerto Rican with those in the 50 States? For example, infant mortality rates, how do they compare?

Dr. MALDONADO. I have some health indicators that are in my testimony. I will tell you that the life expectancy is 73.1.

Mr. WILLIAMS. That is high.

Dr. MALDONADO. That is a little higher than in the States. Our birth rate is 22, higher, too. It is coming down slowly. Our death rate is 6.5. This is, of course, per 100,000 inhabitants. I think that compares well with the States also.

Our infant mortality is still high, 18.6. We should be closer to 12. I think it is around 12 in most places.

Mr. WILLIAMS. Is that infant mortality rate centered primarily in the rural areas?

Dr. MALDONADO. No. It is very complex and interesting. It might be high in the center of San Juan, and it has to do with many factors. It has to do with adolescent pregancy and prenatal care, you know, that they don't teach adequately. I think that one of the areas we can improve certainly is with the maternal infant care. I think that this is one area where programs like the National Service Corps and others can help in getting to the high-risk mother earlier. So I think that is an area that we are working hard in.

The other thing is the intensive-care units. If a little newborn is very sick when he is born, in most places in the States, you have intensive-care units, and half of them are empty. I have been to many of your large hospitals. In Puerto Rico, we can say that we only have one intensive-care unit, and that is at the pediatric hospital at the medical center. That unit has 22 beds and it has a 140-person occupancy. That means it is always full with a few little kids waiting outside. This is the place where kids are air evacuated from any place on the island or the Virgin Islands if they have difficulties.

So I think that in intensive care, which is a very expensive area, the fact that we lack medicaid funds like other States—and I am sure Mr. Corrada has explained this in Congress many times—our people really suffer and die, and we have limitations because we don't really have those moneys that can have that high technology available for everybody.

I think that, both the preventive area on one side, and to have more facilities where we can take better care of those newborns, it could help out. Most of these newborns who die here would not die otherwise in the States with the high technology that is in most places. So there is a place that is difficult to pinpoint.

Aside from that, if you look at our causes of death, we are very fortunate to have less incidence of heart disease, cancer, and so forth, than you have in the States. But that is also because we have a younger population and our lifestyles might be a little different. I have a feeling that we will never reach your incidence because we were benefited by the health education program that was started in the States and that Congress has funded since 1976. I think those programs have had an impact on our lifestyles. You will find people jogging and eating less and not smoking and all of those things that I think are going to decrease illness and are going to help our people the same way they are helping yours.

Mr. **Williams**. I want to ask you about the general equality of access that all Puerto Ricans have to a medical education. You were here when we spoke about the matter before.

Let me frame it this way. We all appreciate the public service that doctors perform for a year or so in the early stages of their practice here in Puerto Rico. It seems to me that a doctor who grew up, was born and raised in a small rural town, can best return and serve those people because he has sympatico with them. What percentage of your student population is from those areas?

Dr. **Maldonado**. That is a very good question. I am from one of those areas. I am from Barrio Garzas in Adjuntas. That is similar to Morovis that you have heard before.

I think that in Puerto Rico it is difficult to equate where you come from to where you end up. As I told you, in my class, the 1959 class, half are in the States, and I will tell you that half of those came from the rural areas as I did, and some were deeper in. With this, I mean that many of my classmates came from very poor, humble backgrounds. They were sons of the maids. They were the sons of the coffee pickers up in the mountains. But I will tell you that they were very successful in becoming physicians and none of them went back to my hometown of Adjuntas to practice medicine.

So that standard, although it sounds good, it really is not practiced. That doesn't happen. Who goes to Adjuntas or who to Morovis in these 30 years who have been in medical school have been those Puerto Ricans who went to study medicine abroad, who went to Spain, Mexico, and some that have gone to the Dominican Republic.

Maybe when they came and they did their internship, they didn't have the opportunity to go into a subspecialty or a specialty area. Maybe some of them are more dedicated. Maybe they had different role models than we had. In the medical schools in Puerto Rico, they are identical to the medical schools in the United States, curriculumwise with the advantage that English is being taught. Our medical doctors come out with a proficient and a good knowledge of English, good enough to go to the States and mix very well with the other American colleagues.

So I will say that, as years have gone by, we have seen that where they come from is not necessarily good here. I think that we tend to find the doctors in a town coming from other towns, even from bigger cities.

Right now, our medical school—I am glad you asked me this question, because I wanted to say this. Half of our medical students and maybe 60 percent of our dental students come from private high schools. Most of them go to the University of Puerto Rico Rio Piedras Campus or to the Mayaguez Campus, and about 10 percent come from the States. I imagine that any Puerto Rican, no matter how humble his background could be, can enter into our school because we have a formula where only by his credentials and his capabilities he can come in.

But I have a feeling that the lack of knowledge of English is affecting some of the students who come into our system.

Mr. WILLIAMS. Is your curriculum in Spanish, English or both?

Dr. MALDONADO. It is both. It is truly both. Half or more of our faculty speaks English. We have some schools like pharmacy school where almost the whole curriculum is in English, mainly because our faculty is from the States, England, Canada and other places.

But the fact is that some of our students who go through the public system without having a good knowledge of English, will come to the university also with a poor knowledge of English, and this will catch up with them when they take the EMCOT or DOT, the examinations to enter medical school or dental school. We have done studies comparing the total English as a second language with the EMCOT results, and it is very clear that if you don't know English, you do very poorly—obviously in reading and in parts that have to do with problem solving, and you will do poorly in biology—and you will manage maybe your chemistry and physics and the mathematics even if you don't know too much English. But there seems to be a correlation between the knowledge of English and how you perform in this test. We give 40 percent of the weight to enter into medical school to that test.

Mr. WILLIAMS. That says to me that English is a barrier to some people achieving a degree.

Dr. MALDONADO. It might be to some people. It might discriminate. They might go to some other place to study. They might to other universities here or they might go to the Dominican Republic. But we have more medical students than we have room for in Puerto Rico, so they end up going to the Dominican Republic.

Mr. WILLIAMS. Let me interrupt you, Doctor. I am concerned that medical schools, engineering schools, schools that require a technical knowledge, not lower their achievement requirements, but rid themselves of all the artificial barriers. I get the sense that the dual language requirement here may be acting for low-income rural children as an artificial barrier.

I don't know what to do about that. I think that the Puerto Rican people ought to continue this marvelous tradition of being bilingual. Yet, I see the potential of a barrier there for a significant portion of the population.

Dr. MALDONADO. I agree with you. I want to tell you that this continues through their career. If you don't know English well, you don't perform well in the national board examinations.

Also, when they go for their specialty board, they are in English. We have detected this by having a specialty faculty from the United States join our faculty, and they realize that those residents that know the same amount, if the resident is not good in English, he will not perform as well in the examination. This is almost logical.

We are trying to do something about that. We want to improve the curriculum for the undergraduate programs so that they have more knowledge of English. We also might be working with ideas about some remedial courses when they enter the profession. The medical school is different from other areas. I tell you that half of my class went to the States, and since most of the instructions and medical records are in English, physicians must know English. In medicine, if they go to the States to train and they don't understand when they are giving the direction or when a patient tells them what they feel, if you don't understand the language, you are making a big mistake.

So we really have to be bilingual since our students go and mix in the States in the high proportion that they do. We would be unfair with the patients that are on the other side. So we stress that they really be bilingual.

But we were truly concerned that we might be excluding some good students. I think the responsibility here goes to those high-school level—as you can say—how much English you can learn. If the student goes to a private institution, usually he knows English fairly well, and you can tell that when he is presenting a case by the bedside. If he goes to a public school, most frequently his knowledge is broken English and he doesn't understand English well.

Mr. WILLIAMS. Doctor, thank you very much.

Mr. Chairman, that is all of the time I need. Thank you.

Mr. CORRADA. Thank you, Mr. Williams.

Mr. Simon, do you have any further comments at this time?

Mr. SIMON. No. I simply want to thank you again and your staff and everyone here, as well as all of the witnesses, who had anything to do with our hearing today. It has been an excellent hearing.

Mr. CORRADA. I would like to point out in reference to Dr. Maldonado's testimony concerning the limitations on the Medicaid program in Puerto Rico that that is a very serious problem. We have a cap on medicaid for Puerto Rico of $45 million, which is way below the actual demands for these services to take care of about 1.3 medically indigent persons on the island who would be otherwise eligible for Medicaid.

However, I have a bit of good news in that sense, at least some hope. I don't know what the end result will be. Last Tuesday of this week, precisely before I traveled down to Puerto Rico, I was working very closely with John Dingell and Henry Waxman, chairman of the full Energy and Commerce Committee and the Subcommittee on Health and the Environment of the Energy and Commerce Committee, and the full Energy and Commerce Committee reported out Tuesday of this week a bill which provides for health benefits for the unemployed. There is a section, a miscellaneous provision, in that bill that would increase the medicaid cap in Puerto Rico from the current $45 million to $90 million for fiscal year 1984, beginning October 1, 1983.

On the Senate side, the Senate budget resolution contains a provision that would allow the Senate Finance Committee, if it so desires, to increase medicaid funds to Puerto Rico by $30 million. So I am hopeful that, in the 98th Congress, we will do something about improving that situation which ultimately, of course, may be helpful in reducing the high infant mortality, relatively speaking, that you talked about that we have in Puerto Rico as compared to infant mortality in the U.S. mainland.

Mr. WILLIAMS. Mr. Chairman, would you yield on that point?

Mr. CORRADA. I certainly will.

Mr. WILLIAMS. I think the people of Puerto Rico should know that you have a great sense of fairness and sharing and a good sense of equality when it comes to Federal money. Baltasar believes that 50 percent of the Federal money should go to the 50 States and the other half should come to Puerto Rico.

Mr. CORRADA. That would be my idea of a set-aside. I usually fight for equal treatment. If I could get that kind of set-aside, I would go to the set-aside concept.

Thank you, Dr. Maldonado. We appreciate very much your testimony.

We would like to thank Nydia Flores, the director of the Multilingual and Cultural Center, a division of continuing education at the University of Puerto Rico, for providing translation services during these hearings.

Now the subcommittee will stand in recess until Monday, May 30, 1983, when we will convene at 9:30 a.m. here in this room.

[Whereupon, at 12:45 p.m., the subcommittee was adjourned.]

HISPANIC ACCESS TO HIGHER EDUCATION

MONDAY, MAY 30, 1983

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
San Juan, Puerto Rico.

The subcommittee met, pursuant to call, at 9:30 a.m., at the Office of Management and Budget, Calle de la Cruz, 254 Esquina Tetuan, San Juan, P.R. Hon. Baltasar Corrada presiding.

Members present: Representatives Corrada and Williams.

Staff present: William A. Blakey, majority counsel; Lisa Phillips, majority staff assistant; and Betsy Brand, minority legislative associate.

Mr. **Corrada**. The subcommittee will come to order.

Good morning. Today is the second day of a series of three hearings on Hispanic access to higher education. The Subcommittee on Postsecondary Education is holding these hearings as part of a comprehensive review which focuses on problems of Hispanic students enrolling and completing degree or certificate programs at institutions of higher education. Puerto Rican institutions educate a high proportion of all U.S. Hispanic students, and they have unique problems, as well as unique programs, to encourage postsecondary education.

Our witnesses today will expand on things we heard during our first day of hearings last Friday, including such matters as the financial needs of students and institutions, the demand for trained personnel in an industrializing economy, the barriers to enrollment, and completion of postsecondary education. The linkages of secondary and postsecondary education will be examined, as well as the relationship between employment and education in an increasingly high technology economy in Puerto Rico.

We will have an opportunity to hear from distinguished leaders of Puerto Rican colleges and professional programs about expanded interest in higher education, expanded need for postsecondary training, and expanding opportunities for students.

Following these hearings, we will learn if there are enough opportunities for all those who are able and interested in pursuing an academic or technical degree. These hearings will play a key role in assisting the subcommittee in formulating changes in the student-assistance program when we reauthorize the Higher Education Act.

Our first witness today is Dr. Amalia Llabres de Charneco, Under Secretary of Education of the Commonwealth of Puerto Rico. We welcome you, Dr. Charneco.

We understand that the Secretary of Education of Puerto Rico, Dr. Maria Socorro Lacot, is currently in Jamaica accompanying Gov. Romero who traveled there for some meetings with President Seaga concerning improving relations between Puerto Rico and Jamaica, and particularly assistance between Jamaica and Puerto Rico, and addressing some issues of common interest to both islands, including, of course, matters pertaining to the field of education.

We welcome you, Dr. Charneco, and you may proceed with your testimony.

STATEMENT OF AMALIA LLABRES de CHARNECO, UNDER SECRETARY OF EDUCATION, COMMONWEALTH OF PUERTO RICO; ON BEHALF OF MARIA SOCORRO LACOT, SECRETARY OF EDUCATION, COMMONWEALTH OF PUERTO RICO

Mr. CHARNECO. Good morning, Commissioner Corrada, and other members of the committee. My name is Amalia Charneco. In my capacity as the Under Secretary of Education for the Commonwealth of Puerto Rico, I am appearing before you today on behalf of Dr. Maria Socorro Lacot, the Puerto Rico Secretary of Education.

On behalf of Secretary Lacot, I wish to extend our warm greetings and welcome to Puerto Rico to all of you. I welcome this opportunity to present a brief oral summary of Secretary Lacot's prepared statement concerning "The Access of Puerto Ricans to Postsecondary Education" which I am submitting for the official record.

Mr. CORRADA. The full statement of Dr. Locot, without objection, will be made part of the record.

Mr. CHARNECO. Thank you.

Afterward, I will be submitting copies of the summary to the committee.

As is discussed in greater detail in Secretary Lacot's prepared statement, Puerto Rico has made remarkable progress toward the goal of providing all the children of school age with access to a quality public education. This progress reflects the extreme importance the people of Puerto Rico place on education.

The commitment of the people of Puerto Rico to educational opportunity is reflected in the Puerto Rican Constitution which provides that "Every person has the right to an education which shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms."

Unfortunately, that principle has not always been a reality. At the start of the century, only 14 percent of Puerto Rico's school-age children were enrolled in school, and only 1 person in 4 could read or write. By 1954, virtually every 6-year-old Puerto Rican child was enrolled in the first grade. However, teacher and classroom shortages necessitated half-day or double-enrollment sessions for many children.

In contrast, during this past year, about 92 percent of school-age children in Puerto Rico were enrolled in school and illiteracy has been reduced to about 8 percent of the population. Due to the construction of school facilities and the hiring of additional staff, less than 2,000 students in our public schools are now attending schools with double enrollment. In recent years, educational opportunity has also become a reality for the handicapped children of Puerto Rico. Because of Governor Romero's strong commitment to improving the access of this historically neglected group to educational services, Commonwealth funding for education of the handicapped has been increased by over 100 percent in only a 6-year period.

During the past three decades, since the establishment of the Commonwealth in 1952, the Puerto Rico Department of Education has grown to the point that it is now the second largest local educational agency in the United States. Only the New York public schools serve more children. During this past year, the Puerto Rico Department of Education served over 700,000 elementary and secondary school students and employed over 34,000 teachers. Under law, the Puerto Rico Department of Education is responsible for the administration of all public elementary and secondary schools, as well as postsecondary vocational and technical schools. Elementary and secondary education in Puerto Rico is highly centralized, and the Department serves as both the State educational agency and the only local educational agency for the entire island.

The provision of universal access to public elementary and secondary education has required a major financial commitment by the people of Puerto Rico. In recent years, about one-fourth of the Commonwealth budget has been spent on education. During fiscal year 1982, the Puerto Rico Department of Education had a budget of $720.3 million which included $467.4 million in Commonwealth funds and $252.8 million in Federal funds.

Even with this unprecedented financial commitment, Puerto Rico's average annual per pupil expenditure of $1,012 is still less than half the average amount spent in the States. Governor Romero has made education his highest priority and, under his administration, the Commonwealth's budget for education has continued to grow. Additional fiscal effort for public education in Puerto Rico would be extremely difficult in view of the fact that the per capita income in Puerto Rico is only $3,918 as compared with the national average of $11,000.

Despite Puerto Rico's strong commitment to education and the remarkable improvements which have been made, some significant problems persist. For example, although public schools are now available for all school-age children on the island, a significant number of our youth still do not complete high school. At present, only about 45 percent of those who began school in the first grade graduate from high school. However, this compares very favorable with the data for 10 years ago when only about 34 percent of our children were completing high school.

Thus, the problem in Puerto Rico is no longer one of simply access to an elementary or secondary education. Instead, the problems to be addressed today relate to quality, retention, and completion.

Along with the expansion of our system of elementary and secondary education, we have seen a virtual explosion in the size of Puerto Rico's system of higher education.

In Puerto Rico, as in the rest of the Nation, Federal financial assistance has opened the door to higher education. At present, about

60 percent of the graduates from our high schools enter college. However, getting into college is only the first step. All too frequently, the door into college turns out to be a quickly revolving door. Nearly one-half of the students who enter an institution of higher education in Puerto Rico fail to complete even the second year of study.

Thus, the question is no longer so much one of access to higher education, but rather one of successful completion of degree programs. Questions may also be raised about the quality of certain postsecondary degree programs and their relationship to success in future life. In our view, far too many of the students in our institutions of higher education are pursuing careers in the social sciences, rather than in growth areas relating to science and technology.

In some cases, postsecondary institutions have failed to apply meaningful admission standards and have also failed to provide adequate counseling and remedial instruction to assist students experiencing difficulty.

We must acknowledge that the high dropout rate in Puerto Rico's institutions of higher education is due in part to the shortcomings which still exist in the elementary and secondary education experience which many of these students have had in our school system. We still have a serious need for better trained teachers, improved facilities, libraries, and new equipment. Lacking a fully adequate foundation education, students have a reduced chance of success at the postsecondary level.

Although education is primarly a State and local responsibility, we simply do not have the resources to effectively meet that responsibility without substantial Federal assistance. A significant reduction in Federal funding for education would result in a situation where meaningful educational opportunity would be accessible only to those who can afford to pay for it.

On the contrary, as recently stated in the report of the twentieth century fund task force on Federal Elementary and Secondary Education Policy, "It is increasingly important that the Federal Government emphasize the pressing need for a high quality system of education open to all Americans, regardless of race or economic position."

I wish to thank the members of the committee for the genuine interest which they have revealed by their presence here today. I commend the Members of Congress for their support which provides access to educational opportunity and for recently recognizing the national need to promote educational excellence in science and mathematics.

In this era of increasing emphasis in high technology, our national security and economic well-being depend upon the development of an educated and highly trained work force. If Puerto Rico is to continue to serve as a successful example of free enterprise and democracy in the Caribbean region, we must have the resources to adequately train our young people.

Thank you.

[The prepared statement of Maria Socarro Lacot and the executive summary follow:]

PREPARED STATEMENT OF DR. MARIA SOCORRO LACOT, SECRETARY OF EDUCATION, COMMONWEALTH OF PUERTO RICO

INTRODUCTION

MR. CHAIRMAN, MEMBERS OF THE SUBCOMMITTEE, MY NAME IS MARÍA SOCORRO LACOT. FOR THE PAST THREE YEARS, I HAVE HAD THE PRIVILEGE AND RESPONSIBILITY OF SERVING AS SECRETARY OF EDUCATION FOR THE COMMONWEALTH OF PUERTO RICO. IN THAT CAPACITY, I AM ALSO A MEMBER OF THE PUERTO RICO COUNCIL ON HIGHER EDUCATION. PRIOR TO BECOMING THE SECRETARY OF EDUCATION, I SERVED FOR ABOUT 35 YEARS IN TEACHING AND ADMINISTRATIVE POSITIONS WITHIN THE PUERTO RICO DEPARTMENT OF EDUCATION AND THE UNIVERSITY OF PUERTO RICO. MY EXPERIENCE INCLUDES SERVING AS THE DIRECTOR OF THE HOME ECONOMICS PROGRAM AND AS THE STATE DIRECTOR FOR VOCATIONAL AND TECHNICAL EDUCATION. I HAVE WORKED WITH FEDERAL EDUCATION PROGRAMS IN VARIOUS CAPACITIES FOR OVER 30 YEARS.

MY CAREER IN PUBLIC EDUCATION HAS GIVEN ME CERTAIN VIEWS AND PERSPECTIVES CONCERNING THE CURRENT STATE OF EDUCATION IN THE UNITED STATES IN GENERAL, AND IN PUERTO RICO IN PARTICULAR. I AM MOST PLEASED TO APPEAR BEFORE YOU TODAY TO REFLECT ON MY EXPERIENCE AS IT RELATES TO THE ACCESS OF PUERTO RICANS TO POSTSECONDARY EDUCATION.

Education is Basic to Equality of opportunity

I wish to emphasize my strong belief --- which I am certain you all share --- that access to education is basic to equality of opportunity. One can never escape the reality that education is often the key that unlocks the door to a better life.

Puerto Rico has made remarkable progress in providing educational opportunities

During my nearly four decades as an educator in Puerto Rico, I have had the satisfaction of witnessing remarkable progress toward the goal of providing the children of Puerto Rico with universal access to education. This progress reflects the great importance which we the people of Puerto Rico place on education.

The commitment of the people of Puerto Rico to educational opportunity is fundamental. The Bill of Rights in the Puerto Rico Constitution provides that --

> Every person has the right to an education which shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms.

Unfortunately, that basic principle has been --- until recent times -- more a goal than a statement of reality. At the beginning of the century, only 14 percent of Puerto Rico's 320,000 school-age children were enrolled in school and most failed to reach the third grade. Only one person in four could read or write.

By 1940, still only half of over 600,000 school-age children were receiving an education, and about one-third of the adult population remained illiterate. I recall that in the 1940's and 1950's there were many rural areas which lacked schools. On the other hand, children in the more urbanized, more affluent, areas of Puerto Rico generally had access to a quality public education, and Spanish and English were the languages of instruction.

In 1948, when Puerto Rico elected its first governor, Spanish was restored as the language of instruction in the public schools and English was declared a required second language. Shortly thereafter, an important decision was made to make an education available to every child in Puerto Rico. The educational system greatly expanded and, by 1954, virtually every six year old Puerto Rican child was enrolled in the first grade. However, teacher and classroom shortages necessitated half-day (or double enrollment) sessions for many children and interlocking (or overlapping shift enrollment) sessions for others.

In recent years, equality of access to education at the elementary and secondary school level has become a reality. Since 1976, 115 new schools have been constructed and nearly 10,000 additional teaching positions have been added. Due to the construction of school facilities and the hiring of additional teachers, less than 2,000 students on the Island are now attending schools with double enrollments. This compares with twenty years ago when 42 percent of our students were attending such schools. During this past year, about 92 percent of the school-age children in Puerto Rico were enrolled in school. Illiteracy in Puerto Rico has now been reduced to about 8 percent of the population.

I would be remiss not to emphasize the important role that federal programs --- most significantly Title I of the Elementary and Secondary Education Act --- have played in supplementing our limited resources and enabling us to expand access to educational services for educationally deprived children. All schools in Puerto Rico qualify for participation in Title I because at least 25 percent of the children in each school come from low income families.

In recent years, access to educational opportunity for the first time has become a reality for the handicapped children of Puerto Rico. Because of Governor Romero's strong commitment to improving educational services for this historically neglected group, Commonwealth funding for education of handicapped children has been increased by over 100 percent in only a six year period. This has enabled the Puerto Rico Department of Education to provide special services to three times as many handicapped children. In addition, the funding which we are currently receiving under the Education for All Handicapped Children Act (Public Law 94-142) enables us to move closer to our goal of providing each handicapped child with the services needed to maximize educational development.

THE PUERTO RICO DEPARTMENT OF EDUCATION IS THE SECOND LARGEST LOCAL EDUCATIONAL AGENCY IN THE NATION

YOU MAY BE INTERESTED TO KNOW THAT THE PUERTO RICO DEPARTMENT OF EDUCATION IS THE SECOND LARGEST LOCAL EDUCATIONAL AGENCY IN THE UNITED STATES. ONLY THE NEW YORK CITY PUBLIC SCHOOL SYSTEM SERVES MORE CHILDREN. ABOUT ONE-FORTH OF THE 3.2 MILLION PEOPLE LIVING IN PUERTO RICO ARE CURRENTLY BEING SERVED BY THE PUERTO RICO DEPARTMENT OF EDUCATION.

DURING THE 1982-83 SCHOOL YEAR, ELEMENTARY AND SECONDARY SCHOOLS OPERATED BY THE PUERTO RICO DEPARTMENT OF EDUCATION ENROLLED 708,673 STUDENTS IN GRADES 1-12. ABOUT 95,000 ADDITIONAL ELEMENTARY AND SECONDARY STUDENTS WERE SERVED IN PUERTO RICO'S PRIVATE ELEMENTARY AND SECONDARY SCHOOLS. THE PUERTO RICO DEPARTMENT OF EDUCATION CURRENTLY OPERATES ABOUT 1,800 SCHOOLS AND EMPLOYS ABOUT 34,000 TEACHERS.

ELEMENTARY AND SECONDARY EDUCATION IN PUERTO RICO IS HIGHLY CENTRALIZED. UNDER LAW, THE PUERTO RICO DEPARTMENT OF EDUCATION IS RESPONSIBLE FOR THE ADMINISTRATION OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, AS WELL AS POSTSECONDARY VOCATIONAL AND TECHNICAL SCHOOLS, THROUGHOUT THE ISLAND. THE PUERTO RICO DEPARTMENT OF EDUCATION FUNCTIONS AS BOTH THE STATE EDUCATIONAL AGENCY AND AS THE ONLY LOCAL EDUCATIONAL AGENCY FOR THE ENTIRE ISLAND (AN ORGANIZATION CHART FOR THE PUERTO RICO DEPARTMENT OF

EDUCATION IS ATTACHED AS APPENDIX A). FOR ADMINISTRATIVE PURPOSES THE DEPARTMENT OF EDUCATION INCLUDES SEVEN REGIONAL OFFICES AND 100 DISTRICTS WHICH GENERALLY CORRESPOND TO THE MUNICIPALITIES THEY SERVE (A MAP SHOWING THE SEVEN REGIONS AND 100 DISTRICTS IS ATTACHED AT APPENDIX B).

PUERTO RICO HAS MADE A STRONG FINANCIAL COMMITMENT TO PROVIDING EDUCATIONAL OPPORTUNITY

THE PEOPLE OF PUERTO RICO HAVE MADE A MAJOR FINANCIAL COMMITMENT TO PUBLIC EDUCATION. IN RECENT YEARS, ABOUT ONE FOURTH OF OUR GOVERNMENT BUDGET HAS BEEN SPENT ON ELEMENTARY AND SECONDARY EDUCATION. DURING FISCAL YEAR 1982, THE PUERTO RICO DEPARTMENT OF EDUCATION HAD A BUDGET OF $720.3 MILLION WHICH WAS BY FAR THE LARGEST OF ANY GOVERNMENT AGENCY IN PUERTO RICO. OF THAT AMOUNT, $467.4 MILLION CONSISTED OF COMMONWEALTH FUNDS AND THE BALANCE OF $252.8 MILLION WAS PROVIDED BY FEDERAL FUNDING.

EVEN WITH THIS UNPRECEDENTED FINANCIAL COMMITMENT, PUERTO RICO'S AVERAGE ANNUAL PER PUPIL EXPENDITURE OF $1,012 IS STILL LESS THAN HALF THE AVERAGE AMOUNT SPENT IN THE STATES. GOVERNOR ROMERO HAS MADE EDUCATION HIS HIGHEST PRIORITY AND, UNDER HIS ADMINISTRATION, PUERTO RICO'S BUDGET FOR EDUCATION HAS CONTINUED TO GROW. THIS IS TRUE EVEN IN THE CURRENT RECESSIONARY PERIOD WHICH HAS RESULTED IN AN OFFICIAL UNEMPLOYMENT RATE IN PUERTO RICO OF OVER 23 PERCENT. ANY ADDITIONAL FISCAL EFFORT FOR public education in Puerto Rico would be extremely difficult in view of the fact that the per capita income in Puerto Rico is only $3,918 as compared with the national average of $11,000.

Although much progress has been made, still less than half of the children that enter first grade in Puerto Rico graduate from high school

Despite Puerto Rico's strong commitment to education and the remarkable improvements which have been made, some significant problems persist. For example, although public schools are now available for all school-age children on the Island, a significant number of our youth still do not complete high school. At present, only about 45 percent of those who began school in the first grade graduate from high school. However, this compares very favorably with the data for ten years ago when only about 34 percent of our children were completing high school (a table showing the accumulated retention of students from first through twelfth grade is attached as Appendix C).

In conjunction with the reduced "drop out" rate, we have seen a particularly notable improvement in retention in the upper grades in the public schools. This is illustrated by the fact that the drop out rate in grades 7-9 has been reduced from an average of 5.7 percent in 1979 to an average of 4.8 percent in 1981. Similarly, the average drop out rate for grades 10-12 was only 6.2 percent in 1981 as compared with 6.6 percent in 1979. (A comparison of drop out rates for the upper grades is attached as Appendix D).

DURING THE PAST FIVE YEARS, WE HAVE ALSO SEEN A CONSIDERABLE INCREASE IN THE PERCENTAGE OF TWELFTH GRADE STUDENTS WHO ARE GRADUATING FROM OUR PUBLIC HIGH SCHOOLS. IN 1977, THE GRADUATING STUDENTS CONSTITUTED 83.2 PERCENT OF ENROLLED TWELFTH GRADE STUDENTS. IN CONTRAST, 90.7 OF THE TWELFTH GRADE STUDENTS GRADUATED IN 1982 (GRADUATING STUDENTS AS A PERCENTAGE OF ALL TWELFTH GRADE STUDENTS ENROLLED DURING THE PAST FIVE YEARS IS DEPICTED IN APPENDIX E).

THE IMPROVEMENTS WHICH THE DEPARTMENT HAS MADE IN REDUCING THE DROP OUT RATES IN RECENT YEARS ARE DUE, IN PART, TO OUR EFFORTS TO STRENGTHEN THE PROGRAMS WHICH PROVIDE SERVICES TO STUDENTS AND PARENTS. FOR EXAMPLE, SECONDARY SCHOOL STUDENTS ARE NOW BEING ASSISTED BY STUDENT COUNSELORS AND SOCIAL WORKERS. THE COUNSELORS MEET WITH THE STUDENTS TO DISCUSS THEIR EDUCATIONAL GOALS, OCCUPATIONAL PLANS, HEALTH PROBLEMS, FAMILY PROBLEMS AND INTER-PERSONAL RELATIONS. THROUGH THIS PROCESS, STUDENTS WITH SPECIAL NEEDS AND PROBLEMS ARE RECEIVING ADDITIONAL ATTENTION.

ALTHOUGH MUCH PROGRESS HAS BEEN MADE IN REDUCING THE PERCENTAGE OF CHILDREN WHO LEAVE THE SCHOOL SYSTEM WITHOUT OBTAINING A HIGH SCHOOL DIPLOMA, WE ARE INCREASINGLY CONCERNED ABOUT THE SUBSTANTIAL NUMBER OF CHILDREN WHO STILL DO NOT GRADUATE. AS WE MOVE RAPIDLY INTO THE "INFORMATION AGE" IT IS BECOMING INCREASINGLY DIFFICULT TO FIND EMPLOYMENT WITHOUT NOT ONLY A HIGH SCHOOL DEGREE BUT ALSO MARKETABLE TRAINING OR EXPERIENCE.

Thus, the problem in Puerto Rico is no longer one of simply access to an elementary and secondary education, but rather one of quality, retention and completion.

Puerto Rico students now have access to higher education

Along with the expansion of our system of elementary and secondary education, we have seen a virtual explosion in the size of Puerto Rico's system of higher education. In 1960, 24,529 students were enrolled in Puerto Rico's institutions of higher education. In contrast, in 1982, enrollment at the university level had risen to 139,459 students This rapid increase in enrollment has been accompanied by a major shift in the concentration of enrollment from public institutions (the University of Puerto Rico) to private colleges. In 1965, about two-thirds of the 36,895 students enrolled in Puerto Rico's institutions of higher education were attending public institutions. While enrollment at the University of Puerto Rico has stabilized at about 51,000 students in recent years, enrollment at the private universities has continued to expand. By 1982, about two-thirds of the 139,459 students attending Puerto Rico's postsecondary institutions were enrolled in Puerto Rico's private postsecondary institutions (a table showing the enrollment in Puerto Rico's public and private postsecondary institutions is attached as Appendix F).

On a per capita basis, Puerto Rico today has more students in institutions of higher education than many of the Mainland

States. At present, about 60 percent of the graduates from our high schools enter college in comparison with the national average of about 45 percent. In 1980, 23.1 percent of the persons in the age group of 19-29 living in Puerto Rico were enrolled in college.

Puerto Rico's high school graduates now have access to higher education more than ever before. To a considerable extent, federal student financial assistance and the Industrialization of Puerto Rico's economy have placed a higher education within the reach of a substantial number of Puerto rican youths. Since the average Puerto Rican family has an annual income of only $13,406, this degree of access would be impossible without federal financial assistance. In Puerto Rico, as in the rest of the Nation, federal student financial assistance has achieved the worthy purpose of enabling students who come from families of limited means to advance their education.

At present, high school graduates in Puerto Rico who have the ability and desire to go to college have the opportunity to do so and, as the enrollment figures indicate, they are taking advantage of that opportunity. As the 1980 report on The Condition of Education for Hispanic Americans indicates, Puerto Rico plays a major role in the higher education of Hispanic citizens of the United States. In 1978, enrollments in Puerto Rico accounted for about one fourth of all Hispanic undergraduates in the United States (including the U.S. territories and Puerto Rico). This is particularly significant when one considers that the 3.2 million people of Puerto Rico constitute only about 18 percent of all Hispanics under the U.S. flag.

A SUBSTANTIAL NUMBER OF STUDENTS FAIL TO COMPLETE THEIR COURSE OF STUDY IN OUR INSTITUTIONS OF HIGHER EDUCATION

IN PUERTO RICO, AS IN THE REST OF THE NATION, FEDERAL FINANCIAL ASSISTANCE HAS OPENED THE DOOR TO HIGHER EDUCATION. HOWEVER, GETTING INTO COLLEGE IS ONLY THE FIRST STEP. ALL TOO FREQUENTLY, THE DOOR INTO COLLEGE TURNS OUT TO BE A QUICKLY REVOLVING DOOR. NEARLY ONE-HALF OF THE STUDENTS WHO ENTER AN INSTITUTION OF HIGHER EDUCATION IN PUERTO RICO FAIL TO COMPLETE EVEN THE SECOND YEAR OF STUDY.

THUS, IN PUERTO RICO, THE QUESTION IS NO LONGER SO MUCH ONE OF ACCESS TO HIGHER EDUCATION, BUT RATHER ONE OF SUCCESSFUL COMPLETION OF DEGREE PROGRAMS. IN ADDITION, QUESTIONS MAY BE RAISED ABOUT THE QUALITY OF CERTAIN POSTSECONDARY DEGREE PROGRAMS AND THEIR RELATIONSHIP TO SUCCESS IN FUTURE LIFE. IN MY VIEW, FAR TOO MANY OF THE STUDENTS IN OUR INSTITUTIONS OF HIGHER EDUCATION ARE PURSUING CAREERS IN THE SOCIAL SCIENCES, RATHER THAN IN GROWTH AREAS RELATING TO SCIENCE AND TECHNOLOGY.

IN THIS REGARD THERE IS A NEED TO EXPAND THE RANGE OF TECHNICAL AND SCIENTIFIC COURSES OF STUDY WHICH ARE AVAILABLE IN PUERO RICO'S PRIVATE POSTSECONDARY INSTITUTION. IT IS ALSO TRUE THAT FINANCIAL CONSIDERATIONS AND LIMITED ENGLISH PROFICIENCY RESTRICT THE CHOICE OF MANY PUERTO RICAN HIGH SCHOOL GRADUATES TO POSTSECONDARY INSTITUTIONS LOCATED IN PUERTO RICO. MOST OF THE PUERTO RICAN STUDENTS WHO ATTEND COLLEGE IN THE STATES ARE FROM MIDDLE AND UPPER INCOME FAMILIES AND ATTENDED A PRIVATE SCHOOL WHERE ENGLISH WAS THE PRIMARY LANGUAGE OF INSTRUCTION.

REASONS FOR THE HIGH RATE OF ATTRITION IN PUERTO RICO'S COLLEGES

WE MUST ACKNOWLEDGE THAT THE HIGH DROP-OUT RATE IN PUERTO RICO'S INSTITUTIONS OF HIGHER EDUCATION IS DUE, IN PART, TO THE SHORTCOMMINGS WHICH STILL EXIST IN THE ELEMENTARY AND SECONDARY EDUCATION EXPERIENCE WHICH MANY OF THESE STUDENTS HAVE HAD IN OUR SCHOOL SYSTEM. DESPITE THE UNPRECEDENTED COMMITMENT WHICH THE PUERTO RICAN PEOPLE AND GOVERNMENT HAVE MADE TO EDUCATION, PUERTO RICO SIMPLY LACKS THE FINANCIAL RESOURCES TO DO ALL THAT NEEDS TO BE DONE. WITH A PER PUPIL EXPENDITURE LEVEL WHICH IS LESS THAN HALF OF THE LEVEL IN THE POOREST STATES, WE STILL HAVE A SERIOUS NEED FOR BETTER TRAINED TEACHERS, IMPROVED FACILITIES, LIBRARIES AND NEW EQUIPMENT. LACKING A FULLY ADEQUATE FOUNDATION EDUCATION, STUDENTS HAVE A REDUCED CHANCE OF SUCCESS AT THE POSTSECONDARY LEVEL.

TWO ASPECTS OF OUR ELEMENTARY AND SECONDARY SCHOOL CURRICULUM WHICH ARE IN SERIOUS NEED OF IMPROVEMENT ARE THE AREAS OF SCIENCE AND MATHEMATICS. AS IS GENERALLY THE CASE THROUGHOUT THE NATION, PUERTO RICO LACKS THE QUALIFIED TEACHERS AND EQUIPMENT NEEDED TO PROVIDE ELEMENTARY AND SECONDARY STUDENTS WITH ADEQUATE INSTRUCTION IN SCIENCE AND MATHEMATICS. A RECENT STUDY THAT THE PUERTO RICO DEPARTMENT OF EDUCATION CONDUCTED USING A SAMPLE OF OUR SCIENCE TEACHERS CLEARLY DOCUMENTS THAT THEY LACK ADEQUATE ACADEMIC PREPARATION. THE STUDY FURTHER INDICATES THAT MOST SCIENCE TEACHERS HAVE TAKEN MORE COLLEGE COURSES IN THE BIOLOGICAL SCIENCES THAN IN THE PHYSICAL SCIENCES. THIS LACK OF

PREPARATION TRANSLATES INTO LOW STUDENT ACHIEVEMENT LEVELS. IN ADDITION, WE HAVE AN URGENT NEED TO UPGRADE THE OBSOLETE EQUIPMENT THAT IS NOW BEING USED TO TEACH THESE SUBJECTS. DESPITE PUERTO RICO'S DEEP RESOLVE TO PROVIDE A QUALITY EDUCATION FOR ALL ITS CITIZENS, WE WILL NOT BE ABLE TO ADDRESS THESE SEVERE PROBLEMS CONCERNING THE QUALITY OF INSTRUCTION IN SCIENCE AND MATHEMATICS WITHOUT SUBSTANTIAL FEDERAL SUPPORT.

AN ADDITIONAL FACTOR WHICH ADVERSELY AFFECTS THE QUALITY OF INSTRUCTION IN OUR PUBLIC SCHOOLS IS OUR INABILITY TO INCREASE THE SALARIES OF TEACHERS. THE AVERAGE ANNUAL SALARY FOR A TEACHER IN OUR SCHOOL SYSTEM IS $9,600 AS COMPARED WITH $20,531 IN THE STATES. THUS, AS A RESULT OF OUR FINANCIAL LIMITATIONS, THE SALARY OF A TEACHER IN PUERTO RICO IS ABOUT 45 PERCENT OF THE NATIONAL AVERAGE. THE LOW SALARIES WHICH ARE PAID TO TEACHERS ENCOURAGE THOSE WITH MARKETABLE SKILLS (SUCH AS TEACHERS OF SCIENCE, MATHEMATICS AND VOCATIONAL SKILLS) TO SEEK EMPLOYMENT IN THE PRIVATE SECTOR. WHILE WE WOULD LIKE TO SIGNIFICANTLY INCREASE THE COMPENSATION WHICH TEACHERS RECEIVE, AT THIS TIME PUERTO RICO SIMPLY LACKS THE RESOURCES TO DO SO.

IN ADDITION TO THE CONTINUING NEED TO UPGRADE THE QUALITY OF INSTRUCTION AND CURRICULUM THAT IS OFFERED AT THE ELEMENTARY AND SECONDARY LEVEL, I BELIEVE THAT THE RELATIVELY HIGH DROP-OUT RATE IN OUR COLLEGES IS DUE, IN PART, TO A LACK OF ACCOUNTABILITY ON THE PART OF BOTH THE INSTITUTIONS AND THE STUDENTS. UNFORTUNATELY, SOME INSTITUTIONS HAVE BECOME MORE CONCERNED WITH INCREASING THEIR ENROLLMENTS THAN WITH MEETING THE STUDENTS' NEEDS

STUDENT ADMISSION STANDARDS HAVE ERODED AND THERE HAS OFTEN BEEN A LACK OF ADEQUATE COUNSELING. IN MANY CASES, NEITHER THE INSTITUTION NOR THE STUDENT FULLY RECOGNIZE THAT FEDERAL STUDENT FINANCIAL ASSISTANCE IS IN REALITY A MAJOR INVESTMENT WHICH THE GOVERNMENT HAS MADE IN THEIR FUTURE AND THE FUTURE OF OUR COUNTRY. IN SOME CASES, THE FACT THAT THE GOVERNMENT PAYS A SUBSTANTIAL PART OF THE IMMEDIATE COST OF A COLLEGE EDUCATION WORKS TO REDUCE THE SENSE OF STUDENT RESPONSIBILITY. PERHAPS THIS PROBLEM COULD BE ADDRESSED THROUGH IMPROVED PRE-ENROLLMENT SCREENING AND COUNSELING IN CONJUNCTION WITH ENHANCED SUPPORT SERVICES TO ASSIST STUDENTS WHO ARE EXPERIENCING PROBLEMS.

WITH REGARD TO COUNSELING, IT IS ALSO TRUE THAT WE HAVE NOT DONE ALL THAT NEEDS TO BE DONE TO EDUCATE PARENTS AND STUDENTS ABOUT VIABLE ALTERNATIVES TO A COLLEGE DEGREE. A SIGNIFICANT NUMBER OF STUDENTS ENTERING OUR INSTITUTIONS OF HIGHER EDUCATION LACK THE ACADEMIC SKILLS AND MOTIVATION NECESSARY FOR GRADUATION FROM COLLEGE AND WOULD BE BETTER ADVISED TO PURSUE TECHNICAL VOCATIONAL TRAINING.

ALTERNATIVE PROGRAMS OF VOCATIONAL AND TECHNICAL TRAINING ARE ACCESSIBLE TO PUERTO RICAN STUDENTS

CONSISTENT WITH PUERTO RICO'S EMPHASIS ON ECONOMIC DEVELOPMENT, THE VOCATIONAL AND TECHNICAL EDUCATION PROGRAM OF THE PUERTO RICO DEPARTMENT OF EDUCATION IS CURRENTLY PROVIDING VOCATIONAL EDUCATION AND TRAINING TO ABOUT 150,000 STUDENTS IN 200 OCCUPATIONAL CATEGORIES. THIS TRAINING IS PROVIDED THROUGH 2 TECHNOLOGICAL INSTITUTES, 2 VOCATIONAL TECHNICAL SCHOOLS, 15 AREA VOCATIONAL SCHOOLS, 7 SENIOR HIGH SCHOOLS WITH VOCATIONAL DEPARTMENTS, 97 SENIOR HIGH SCHOOLS WITH VOCATIONAL SHOPS, 8 SPECIALIZED AGRICULTURAL SCHOOLS, 59 SECOND UNIT SCHOOLS WITH VOCATIONAL OFFERINGS, AND 7 SPECIAL VOCATIONAL CENTERS (A LISTING OF THESE FACILITIES, AND THE GENERAL OCCUPATIONAL CATEGORIES IN WHICH THEY OFFER TRAINING IS ATTACHED AS APPENDIX G). WE TAKE CONSIDERABLE PRIDE IN THE FACT THAT OUR VOCATIONAL TRAINING PROGRAMS ARE AVAILABLE TO ALL SEGMENTS OF THE POPULATION, INCLUDING HIGH SCHOOL STUDENTS, ADULTS, HANDICAPPED STUDENTS AND THE DISADVANTAGED.

WE ARE MOST PLEASED WITH THE SUCCESS OF THE POSTSECONDARY TECHNICAL EDUCATION PROGRAM WHICH THE DEPARTMENT OFFERS AT THE TECHNOLOGICAL INSTITUTES AND VOCATIONAL TECHNICAL SCHOOLS. THIS PROGRAM, WHICH SERVED ABOUT 2,500 HIGH SCHOOL GRADUATES IN 1982, OFFERS ASSOCIATE DEGREES IN TECHNICAL EDUCATION, OFFICE EDUCATION, HEALTH OCCUPATIONS AND DISTRIBUTION AND MARKETING. THE HIGH QUALITY OF PREPARATION PROVIDED BY THESE PROGRAMS IS EVIDENCED BY THE GREAT SUCCESS WHICH THE GRADUATES -- PARTICULARLY IN TECHNICAL EDUCATION AND HEALTH OCCUPATIONS -- HAVE EXPERIENCED IN OBTAINING EMPLOYMENT WHICH RELATES TO THEIR TRAINING.

THROUGH OUR VOCATIONAL AND TECHNICAL PROGRAMS, THE DEPARTMENT PROVIDES STUDENTS WITH THE TRAINING NEEDED TO PERFORM AS SKILLED WORKERS AND TECHNICIANS IN ALL SECTORS OF OUR ECONOMY. ALTHOUGH THE DEPARTMENT IS SENSITIVE TO THE NEEDS OF PARTICULAR EMPLOYERS, WE AVOID PREPARING STUDENTS WITH SKILLS WHICH ARE SO NARROW AND SPECIFIC AS TO MAKE IT DIFFICULT, IF NOT IMPOSSIBLE, FOR THEM TO ADAPT TO CHANGING JOB REQUIREMENTS. IT IS OUR PHILOSOPHY TO GIVE STUDENTS A WELL-ROUNDED PREPARATION FOR ENTRY LEVEL POSITIONS IN THE VARIOUS

OCCUPATIONAL CATEGORIES. WE NEVER FORGET THAT WE ARE NOT PREPARING A STUDENT FOR A PARTICULAR JOB, BUT RATHER FOR 40-45 YEARS OF GAINFUL EMPLOYMENT.

IN THE COMING YEARS, WE HOPE TO EXPAND AND IMPROVE THE TRAINING OFFERED TO PROVIDE STUDENTS WITH THE KNOWLEDGE DEMANDED BY HIGH TECHNOLOGY INDUSTRIES. WE HAVE ALREADY MADE EFFORTS TO IMPROVE OUR PROGRAMS FOR TEACHING THE SKILLS REQUIRED BY THE ELECTRICAL AND ELECTRONIC COMPUTING INDUSTRY. THE NEED TO UPGRADE OUR PROGRAMS IN THESE AREAS IS DICTATED BY THE FACT THAT MUCH OF PUERTO RICO'S RECENT ECONOMIC GROWTH HAS OCCURRED IN THE HIGH TECHNOLOGY, PHARMACEUTICAL AND ELECTRONIC INDUSTRIES.

PUERTO RICO HAS MADE IMPORTANT EFFORTS TO IMPROVE THE QUALITY OF ELEMENTARY AND SECONDARY EDUCATION

IN ADDITION TO MAKING 12 YEARS OF ELEMENTARY AND SECONDARY EDUCATION AVAILABLE TO ALL CHILDREN IN PUERTO RICO, IMPORTANT EFFORTS HAVE BEEN MADE IN RECENT YEARS TO IMPROVE THE QUALITY OF THE EDUCATIONAL FOUNDATION WHICH WE PROVIDE IN OUR ELEMENTARY AND SECONDARY SCHOOLS.

PERHAPS THE MOST IMPORTANT IMPROVEMENT IN THE QUALITY OF INSTRUCTION THAT HAS BEEN MADE IN RECENT YEARS RESULTS FROM THE ADDITION OF TEACHING POSITIONS. FOR EXAMPLE, AT THE SECONDARY SCHOOL LEVEL, THE NUMBER OF TEACHERS HAS BEEN INCREASED FROM 10,107 IN 1976 TO 13,531 IN 1982, AN INCREASE OF 33.9 PERCENT. OF THE 3,424 INCREASE DURING THIS PERIOD, 1984 TEACHERS WERE ADDED IN THE LAST TWO YEARS (THE NUMBER OF SECONDARY SCHOOL TEACHERS DURING THIS PERIOD IS SHOWN IN A TABLE ATTACHED AS APPENDIX H).

Because the number of teachers increased by about 34 percent and the number of students in public secondary schools increased by 3.3 during the period of 1976-82, the number of students per teacher also showed a considerable decline. In 1976, there was one secondary school teacher for every 29.1 students and by 1982, there was one teacher for every 22.5 students. Thus, there was an improvement of 22.7 percent in the pupil/teacher ratio within a period of six years (a table showing the pupil/teacher ratios in public secondary schools is attached as Appendix I).

In order to upgrade the quality of instruction, the Puerto Rico Department of Education established the Institute of Educational Sciences to facilitate training of teachers and other school personnel. Since its establishment in 1977, nearly 20,000 educational personnel have been trained through the institute. During the past few years, we have substantialy upgraded the academic preparation of our teachers. In 1973, only 61 percent of our teachers had a bachelor degree. By 1982 this percentage had been increased to 75 percent. We anticipate that improvements in the quality of teacher preparation will translate into improvements in student achievement.

In order to address the need for improved training of science teachers, an in-service program is now being operated by the University of Puerto Rico's Resource Center for Science and Engineering and the Puerto Rico Science Teachers' Association. Although these efforts have resulted in some improvements in the qualifications of our science teachers, our limited resources have enabled only a small number of teachers to participate.

Because of the importance of science and mathematics, the

Department has established two special schools for college- bound students who have revealed talent and interest in these fields. These two schools (the University Gardens Secondary School in the San Juan metropolitan area and the Mayaguez Educational Opportunities Residential Center on the west coast of the Island) offer a specialized curriculum designed to develop basic skills in scientific research and advanced mathematics. We plan to open a third such school next year. The Puerto Rico Department of Education also offers gifted and talented students specialized services at special schools for the visual arts, music and theatre. In most cases the graduates of these schools pursue advanced studies in special arts schools, conservatories and unversities.

As an example at the achievement of our talented students a group of 45 students from Puerto Rico's public and private high schools recently participated in the 34th International Science and Engineering Fair in Albuquerque, New Mexico. We are very proud that a total of 33 prizes and special distinctions were awarded to this group, including a first and second prize in botany and a second prize in microbiology.

I should also mention that students who demonstrate superior academic skills have the opportunity to participate in the Advanced Placement Program which the Department operates in conjunction with the University of Puerto Rico and other postsecondary institutions.

In an effort to take advantage of the important role that parents play in the education and motivation of their children, the Puerto Rico Department of Education has established an innovative program for training parents with an interest in

FACILITATING THE EDUCATION OF THEIR CHILDREN. THUS FAR, OVER 3,000 PARENTS HAVE RECEIVED THIS INTENSIVE TRAINING IN THREE DAY RESIDENTIAL PROGRAMS OFFERED AT THE RAMEY BASE IN AGUADILLA. SINCE CHILDREN SPEND MORE TIME WITH THEIR PARENTS THAN WITH THEIR TEACHERS, WE ARE HOPEFUL THAT THIS PROGRAM -- WHICH CLEARLY ENHANCES PARENTAL INTEREST -- WILL ALSO ENHANCE STUDENT ACHIEVEMENT.

THE PUERTO RICO DEPARTMENT OF EDUCATION HAS MADE A SPECIFIC EFFORT, TO IMPROVE THE ENGLISH PROFICIENCY OF OUR STUDENTS

AS I MENTIONED EARLIER, A STUDENT WHO IS LACKING IN ENGLISH PROFICIENCY IS LIMITED IN SELECTING INSTITUTIONS IN WHICH TO PURSUE HIGHER EDUCATION OR VOCATIONAL TRAINING. WITHOUT FLUENCY IN ENGLISH, A SCHOOL IN THE STATES IS NOT A VIABLE ALTERNATIVE TO INSTITUTIONS IN PUERTO RICO. SIMILARLY, A LACK OF FLUENCY IN ENGLISH LIMITS CAREER OPTIONS AND THE ABILITY OF A STUDENT TO PURSUE EMPLOYMENT.

ALTHOUGH ENGLISH IS A REQUIRED SUBJECT IN THE ELEMENTARY GRADES AND HIGH SCHOOL, SPANISH IS THE LANGUAGE OF INSTRUCTION USED TO TEACH ALL SUBJECT AREAS IN PUERTO RICO'S PUBLIC SCHOOLS. SINCE SPANISH IS THE VERNACULAR WHICH IS GENERALLY SPOKEN IN THE HOME AND THE COMMUNITY, THERE IS LITTLE OPPORTUNITY FOR STUDENTS TO PRACTICE WHAT IS TAUGHT IN ENGLISH CLASS. PERHAPS NOT SURPRISINGLY, THE RESULTS OF A CRITERION REFERENCED TEST RECENTLY REVEALED THAT ONLY 23.2 PERCENT OF THE NINTH GRADE STUDENTS WHO TOOK THE TEST HAD MASTERED 50 PERCENT OF THE ENGLISH READING AND GRAMMAR SKILLS. IN COMPARISON, 64.3 PERCENT OF THESE STUDENTS HAD MASTERED 50 PERCENT OF THE SPANISH READING AND AMMAR SKILLS.

To address this problem, the Puerto Rico Department of Education has implemented 3 English Language Immersion School Projects to meet the needs of underachieving junior high school students. About 2,700 students per Year are now participating in the 9 week residential immersion programs which are operated throughout the year. This immersion approach has proven to be an effective strategy for teaching conversational English. We intend to place increasing emphasis on the development of English conversational skills without, however, losing sight of the important need to maintain Puerto Rico's Spanish culture and language.

Much remains to be done to achieve not only access to education but also to educational excellence

Although we are proud of the rapid progress which has been made in providing the children of Puerto Rico with access to education, much remains to be done to improve the quality of that education.

I have read with great interest the report entitled, A Nation at Risk which was recently issued by the National Commission on Excellence in Education. I agree with many of the Commission's findings and recommendations. For example, I agree that ---

1. High school graduation requirements should be strengthened to include 3 years of mathematics, science and social studies as well as a course in computer science;

2. ACADEMIC STANDARDS FOR TEXTBOOKS, GRADES AND ADMISSION TO COLLEGES SHOULD BE RAISED;
3. TEACHERS SHOULD BE BETTER PREPARED AND MORE ADEQUATELY REWARDED; AND
4. MORE EMPHASIS SHOULD BE PLACED ON HOMEWORK AND ON ACADEMIC PERFORMANCE AS A BASIS FOR ADVANCEMENT IN GRADE.

HOWEVER, MANY OF THESE REFORMS CANNOT BE IMPLEMENTED WITHOUT SUBSTANTIAL EXPENDITURES OF FUNDS. THE BOTTOM LINE IS THAT IT TAKES MONEY TO ATTRACT AND RETAIN QUALIFIED SCIENCE AND MATHEMATICS TEACHERS. SIMILARLY, OBSOLETE EQUIPMENT AND RUN-DOWN BUILDINGS CANNOT BE REPLACED WITHOUT THE NECESSARY FUNDS. AT THE PRESENT TIME, A SIGNIFICANT NUMBER OF SCHOOLS IN PUERTO RICO STILL LACK LIBRARY FACILITIES, LET ALONE A MODERN SCIENCE LABORATORY OR COMPUTER EQUIPMENT. IT IS NOT POSSIBLE TO MAKE PHYSICS OR CHEMISTRY A REQUIRED COURSE IF YOU HAVE NO INSTRUCTORS, TEXTBOOKS OR LABORATORY EQUIPMENT.

SINCE PUERTO RICO IS ALREADY GIVING TOP PRIORITY TO THE FINANCIAL SUPPORT OF EDUCATION, WE WILL CONTINUE TO BE FACED WITH THE DIFFICULT CHOICE OF DECIDING WHICH OF MANY BADLY NEEDED IMPROVEMENTS WE CAN PRESENTLY AFFORD.

THERE IS A COMPELLING NEED FOR CONTINUED FEDERAL SUPPORT

THE FEDERAL STUDENT ASSISTANCE PROGRAMS (INCLUDING GUARANTEED LOANS, PELL GRANTS, AND CAMPUS-BASED AND STATE INCENTIVE PROGRAMS) ARE EFFECTIVELY DOING THE JOB OF MAKING ACCESS TO HIGHER EDUCATION A REALITY FOR STUDENTS FROM LOW AND MIDDLE INCOME FAMILIES. THE CONTINUED FUNDING OF THESE PROGRAMS IS ABSOLUTELY ESSENTIAL IF THE DOOR TO POSTSECONDARY EDUCATION IS TO REMAIN OPEN FOR THESE

STUDENTS. THIS IS PARTICULARLY TRUE FOR STUDENTS IN PUERTO RICO WHERE THE AVERAGE ANNUAL FAMILY INCOME OF $13,406 MAKES DREAMS OF A COLLEGE EDUCATION VIRTUALLY IMPOSSIBLE FOR MOST STUDENTS TO REALIZE WITHOUT FEDERAL ASSISTANCE.

FEDERAL EDUCATION PROGRAMS ARE ALSO ESSENTIAL FOR ENSURING ACCESS TO A MEANINGFUL ELEMENTARY AND SECONDARY EDUCATION. IN THIS REGARD I WISH TO EMPHASIZE MY GRATITUDE AND STRONG ENDORSEMENT FOR WHAT IS NOW CHAPTER I OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981. THIS FEDERAL PROGRAM, LIKE ITS PREDECESSOR PROGRAM, TITLE I, IS PLAYING A MAJOR ROLE IN IMPROVING INSTRUCTION IN THE BASIC SUBJECTS OF SPANISH, MATHEMATICS AND ENGLISH FOR OVER 270,000 OF OUR STUDENTS. WITHOUT CONTINUED FUNDING UNDER CHAPTER I, THE QUALITY OF THE EDUCATIONAL EXPERIENCE THAT THESE CHILDREN RECEIVE WOULD BE GREATLY REDUCED.

SIMILARLY, ACCESS TO EDUCATIONAL OPPORTUNITY FOR HANDICAPPED CHILDREN WOULD BE SIGNIFICANTLY DIMISHED WITHOUT FEDERAL FUNDING UNDER THE EDUCATION FOR ALL HANDICAPPED CHILDREN ACT AND WE WOULD NOT BE ABLE TO MEET THE CHALLENGE OF PREPARING A TRAINED WORKFORCE WITHOUT THE FUNDING THAT IS PRIVIDED UNDER THE VOCATIONAL EDUCATION ACT.

ALTHOUGH EDUCATION IS PRIMARILY A STATE AND LOCAL RESPONSIBILITY, WE SIMPLY DO NOT HAVE THE RESOURCES TO EFFECTIVELY MEET THAT RESPONSIBILITY WITHOUT CONTINUED FEDERAL ASSISTANCE. A SIGNIFICANT REDUCTION IN FEDERAL FUNDING FOR EDUCATION WOULD RESULT IN A SITUATION WHERE MEANINGUL EDUCATIONAL OPPORTUNITY WOULD BE ACCESSIBLE ONLY TO THOSE WHO CAN AFFORD TO PAY FOR IT.

On the contrary, as recently stated in the *Report of the Twentieth Century Fund Task Force on Federal, Elementary and Secondary Education Policy*, "It is increasingly important that the federal government emphasize the pressing need for a high quality system of education open to all Americans, regardless of race or economic position."

In commenting on the report of the Commission for Excellence in Education, Secretary Bell noted that the report calls for federal leadership in urging the renewal of our educational system. I agree and wish to state that in my view, Secretary Bell has done an excellent job of providing such leadership. However, leadership alone is not enough! Although I support the efforts which Secretary Bell and the Congress have made to streamline federal education programs, reduce burdensome administrative requirements, and eliminate unnecessary and duplicative programs, the large-scale improvements which are needed in our educational system will not be forthcoming on a national scale without additional federal financial support.

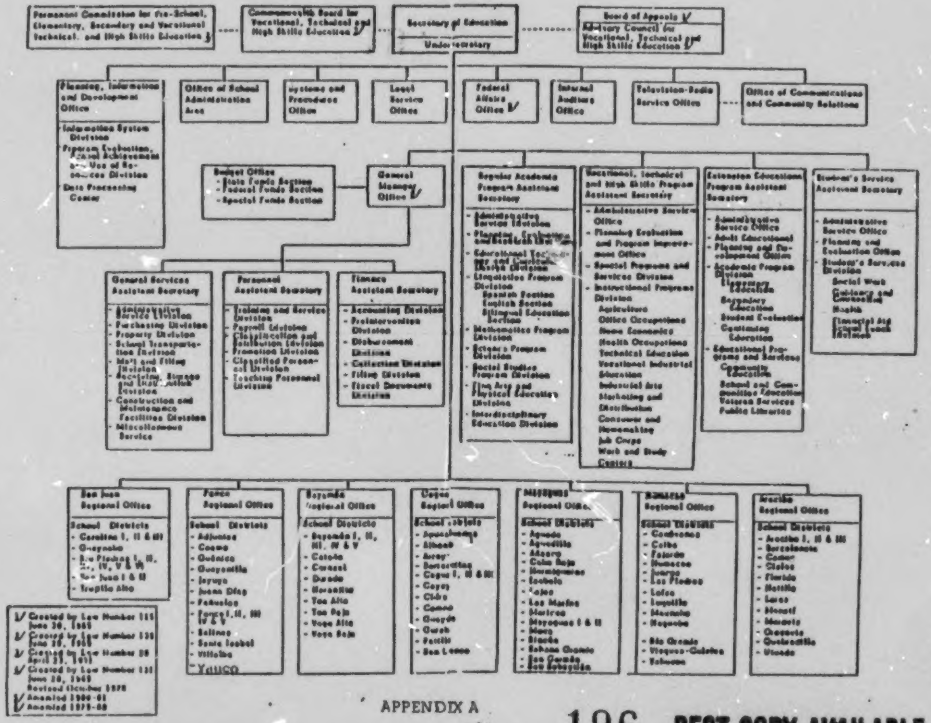
Our future depends on educational excellence and a highly trained workforce.

In closing, I wish to thank the members of the Committee for the genuine interest which they have revealed by their presence here today. I commend the members of Congress for continuing to support programs which provide access to educational opportunity and for recently recognizing the national need to promote educational excellence in science and mathematics. It is my hope that a major national, SCIENCE AND MATHEMATICS INITIATIVE WILL SOON BE ENACTED INTO LAW.

IN THIS ERA OF INCREASING EMPHASIS ON HIGH TECHNOLOGY, AUTOMATION AND THE SERVICE INDUSTRIES, I BELIEVE THAT OUR NATIONAL SECURITY AND ECONOMIC WELL-BEING DEPEND UPON THE DEVELOPMENT OF AN EDUCATED AND HIGHLY TRAINED WORKFORCE. IF PUERTO RICO IS TO CONTINUE TO SERVE AS A SUCCESSFUL EXAMPLE OF FREE-ENTERPRISE AND DEMOCRACY IN THE CARRIBEAN REGION, WE MUST ADEQUATELY TRAIN OUR YOUNG PEOPLE. ALTHOUGH PUERTO RICO, LIKE MANY STATES, IS MAKING A MAJOR EFFORT TO IMPROVE THE QUALITY OF INSTRUCTION IN OUR PUBLIC SCHOOLS AND COLLEGES, WE SIMPLY DO NOT HAVE THE RESOURCES [illegible] FULLY MEET THIS CHALLENGE WITHOUT CONTINUED FEDERAL FINANCIAL SUPPORT.

Commonwealth of Puerto Rico
DEPARTMENT OF EDUCATION

ORGANIZATION CHART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Commonwealth Board for Vocational, Technical and High Skills Education 2/
Secretary of Education
Undersecretary
Board of Appeals 1/
Advisory Council for Vocational, Technical and High Skills Education 2/
Planning, Information and Development Office
- Information System Division
- Program Evaluation, School Achievement and Use of Resources Division
- Data Processing Center
Office of School Administration Area
Systems and Procedures Office
Legal Services Office
Federal Affairs Office 5/
Internal Auditing Office
Television-Radio Service Office
Office of Communications and Community Relations
Budget Office
- State Funds Section
- Federal Funds Section
- Special Funds Section
General Manager Office 6/
General Services Assistant Secretary
- Administrative Service Division
- Purchasing Division
- Property Division
- School Transportation Division
- Mail and Filing Division
- Receiving, Storage and Distribution Division
- Construction and Maintenance Facilities Division
- Miscellaneous Service
Personnel Assistant Secretary
- Training and Service Division
- Payroll Division
- Classification and Retribution Division
- Promotion Division
- Classified Personnel Division
- Teaching Personnel Division
Finance Assistant Secretary
- Accounting Division
- Preintervention Division
- Disbursement Division
- Collection Division
- Filing Division
- Fiscal Documents Division
Regular Academic Program Assistant Secretary
- Administrative Service Division
- Planning, Evaluation and Research Division
- Educational Technology and Curriculum Design Division
- Linguistics Program Division
Spanish Section
English Section
Bilingual Education Section
- Mathematics Program Division
- Science Program Division
- Social Studies Program Division
- Fine Arts and Physical Education Division
- Interdisciplinary Education Division
Vocational, Technical and High Skills Program Assistant Secretary
- Administrative Service Office
- Planning Evaluation and Program Improvement Office
- Special Programs and Services Division
- Instructional Programs Division
Agriculture
Office Occupations
Home Economics
Health Occupations
Technical Education
Vocational Industrial Education
Industrial Arts
Marketing and Distribution
Consumer and Homemaking
Job Corps
Work and Study Centers
Extension Educational Program Assistant Secretary
- Administrative Service Office
- Adult Educational
- Planning and Development Office
- Academic Program Division
Elementary Education
Secondary Education
Student Evaluation
Continuing Education
- Educational Programs and Services
Community Education
School and Community Education
Veteran Services
Public Libraries
Student's Service Assistant Secretary
- Administrative Service Office
- Planning and Evaluation Office
- Student's Services Division
Social Work
Guidance and Counseling
Health
Financial Aid
School Lunch Division
San Juan Regional Office
School Districts
- Carolina I, II & III
- Guaynabo
- Rio Piedras I, II, III, IV, V & VI
- San Juan I & II
- Trujillo Alto
Ponce Regional Office
School Districts
- Adjuntas
- Coamo
- Guanica
- Guayanilla
- Jayuya
- Juana Diaz
- Peñuelas
- Ponce I, II, III, IV & V
- Salinas
- Santa Isabel
- Villalba
- Yauco
Bayamon Regional Office
School Districts
- Bayamon I, II, III, IV & V
- Cataño
- Corozal
- Dorado
- Naranjito
- Toa Alta
- Toa Baja
- Vega Alta
- Vega Baja
Caguas Regional Office
School Districts
- Aguas Buenas
- Aibonito
- Arroyo
- Barranquitas
- Caguas I, II & III
- Cayey
- Cidra
- Comerio
- Guayama
- Gurabo
- Patillas
- San Lorenzo
Mayaguez Regional Office
School Districts
- Aguada
- Aguadilla
- Añasco
- Cabo Rojo
- Hormigueros
- Isabela
- Lajas
- Las Marias
- Maricao
- Mayaguez I & II
- Moca
- Rincon
- Sabana Grande
- San German
- San Sebastian
Humacao Regional Office
School Districts
- Canovanas
- Ceiba
- Fajardo
- Humacao
- Juncos
- Las Piedras
- Loiza
- Luquillo
- Maunabo
- Naguabo
- Rio Grande
- Vieques-Culebra
- Yabucoa
Arecibo Regional Office
School Districts
- Arecibo I, II & III
- Barceloneta
- Camuy
- Ciales
- Florida
- Hatillo
- Lares
- Manati
- Morovis
- Orocovis
- Quebradillas
- Utuado
1/ Created by Law Number 115 June 30, 1965
2/ Created by Law Number [illegible] June [illegible], 1969
3/ Created by Law Number [illegible] April [illegible], 1971
4/ Created by Law Number [illegible] June [illegible], 1969 Revised October 1978
5/ Amended 1980-81
6/ Amended 1979-80

APPENDIX A

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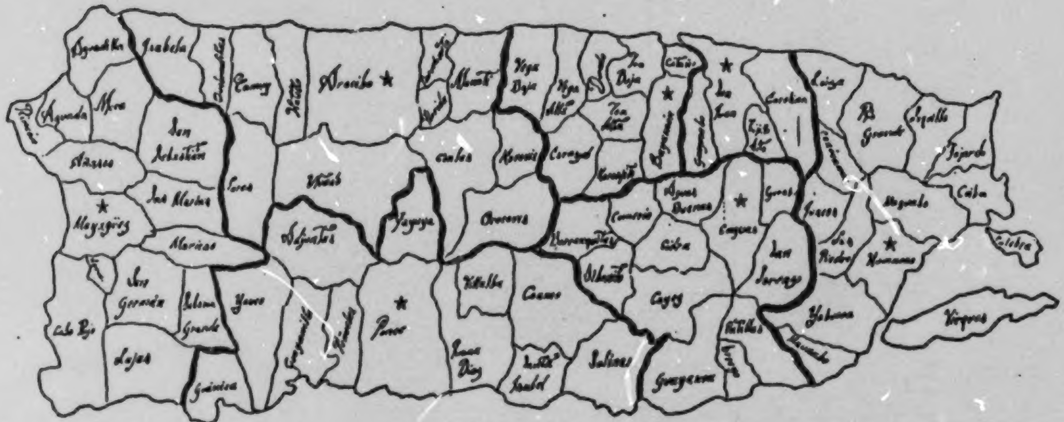
EDUCATIONAL REGIONS


Aguadilla
Isabela
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Camuy
Hatillo
Arecibo
Barceloneta
Manatí
Florida
Vega Baja
Vega Alta
Dorado
Toa Baja
Cataño
Bayamón
Guaynabo
San Juan
Carolina
Loíza
Río Grande
Luquillo
Fajardo
Rincón
Aguada
Moca
San Sebastián
Añasco
Las Marías
Mayagüez
Lares
Utuado
Ciales
Morovis
Corozal
Toa Alta
Naranjito
Trujillo Alto
Canóvanas
Adjuntas
Jayuya
Orocovis
Barranquitas
Comerío
Aguas Buenas
Caguas
Gurabo
Juncos
Las Piedras
Naguabo
Ceiba
Culebra
Maricao
Hormigueros
San Germán
Sabana Grande
Yauco
Guayanilla
Peñuelas
Ponce
Villalba
Coamo
Aibonito
Cidra
Cayey
San Lorenzo
Humacao
Yabucoa
Maunabo
Patillas
Arroyo
Guayama
Salinas
Santa Isabel
Juana Díaz
Cabo Rojo
Lajas
Guánica
Vieques

Arecibo (15)

Bayamón (14)

Caguas (14)

Humacao (13)

Mayaguez (15)

Ponce (16)

San Juan (13)

APPENDIX B

ACCUMULATED RETENTION OF FIRST GRADE TO TWELFTH GRADE
PUBLIC AND PRIVATE SCHOOLS[1] OF P.R.
FISCAL YEARS: 1951-52 to 1981-82

School Year	Matriculation First Grade:	School Year	Matriculation 11 Years Later:	Twelfth Grade Percentage of Retention
1951-52	79,180	1962-63	19,635	24.80
1952-53	86,686	1963-64	21,881	25.24
1953-54	92,700	1964-65	24,982	26.95
1954-55	83,899	1965-66	25,259	30.11
1955-56	81,178	1966-67	26,404	32.53
1956-57	79,845	1967-68	27,006	33.82
1957-58	79,966	1968-69	27,454	34.33
1958-59	78,132	1969-70	26,342	33.71
1959-60	83,760	1970-71	27,710	33.08
1960-61	84,953	1971-72	29,248	34.43
1961-62	87,226	1972-73	29,851	34.22
1962-63	87,983	1973-74	33,892	38.52
1963-64	87,723	1974-75	33,827	38.56
1964-65	86,725	1975-76	35,381	40.80
1965-66	86,361	1976-77	37,735	43.69
1966-67	92,359	1977-78	38,953	42.00
1967-68	92,419	1978-79	39,636	42.89
1968-69	89,442	1979-80	39,574	44.25
1969-70	87,057	1980-81	39,569	45.45
1970-71	86,553	1981-82	39,199	45.29

1/ Includes accredited and non-accredited private and public schools, even if they were not administered by the Department of Education.

Source: Superior Education Council (1951-52 a 1959-60) Department of Education (1960-71 a 1981-1982).

DROP OUT RATES IN PUBLIC SCHOOLS[1] BY GRADES

GRADE	1979	1981
7	5.6	5.2
8	5.9	5.0
9	5.1	4.1
10	7.8	7.8
11	6.7	6.1
12	4.4	3.8
Average 7-9	5.7	4.8
Average 10-12	6.6	6.2

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[1] Drop out as percentage of enrollment

Source: Department of Education

ENROLLMENT IN PUBLIC SCHOOLS IN THE 12TH GRADE AND GRADUATING STUDENTS

	Enrollment (000) (1)	Graduates (000) (2)	(2) as percentage of (1) (3)
1977	34.0	28.3	83.2
1978	35.6	31.0	87.1
1979	36.0	31.5	87.5
1980	36.2	32.7	90.3
1981	36.0	32.4	90.0
1982	35.4	32.1	90.7

ENROLLMENT IN PUERTO RICO'S PUBLIC AND PRIVATE POSTSECONDARY INSTITUTIONS

1902-03 through 1978-79

Total Enrollment	Public	Private
154	154	-
137	137	-
376	376	-
872	872	-
744	744	-
921	921	-
1,466	1,466	-
3,691	3,691	-
5,426	4,987	439
7,696	7,300	396
12,497	11,348	1,149
16,208	13,232	2,976
24,529	18,223	6,309
36,895	24,809	12,086
57,338	37,839	19,499
64,449	42,516	21,933
71,075	43,609	27,466
80,840	47,533	33,307
88,911	50,439	38,472
94,369	52,055	42,314
105,426	53,450	51,976
111,311	52,686	58,625
119,083	53,078	66,005
124,066	52,703	71,363

APPENDIX [illegible]

DEPARMENT OF EDUCATION
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VOCATIONAL, TECHNICAL EDUCATION FACILITIES AND PROGRAMS

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INSTITUTIONS	AGRICULTURE	DISTRIBUTION AND MARKETING	HEALTH OCCUPATIONS	HOME ECONOMICS (OCCUPATIONAL)	TECHNICAL EDUCATION	OFFICE OCCUPATIONS	VOCATIONAL INDUSTRIAL
TECHNOLOGICAL INSTITUTES							
1. Ponce Technological Institute-Ponce					5		
2. San Juan Technological Institute Río Piedras					11		
VOCATIONAL TECHNICAL SCHOOLS							
3. Guayama Area Vocational - Guayama		2	4		9		13
4. José A. Montañez Genaro - Manatí		1	3		10		8
AREA VOCATIONAL SCHOOLS							
5. Aguadilla Area Vocational School Aguadilla		1	3				12
6. Antonio Luchetti - Arecibo	1		5			2	16
7. Tomás C. Ongay - Bayamón		3	8			3	18
8. República de Costa Rica - Caguas			4				16
9. Carlos F. Daniels - Carolina		4	6			3	14
10. Benjamín Harrison - Cayey		1	1			3	12
11. Santiago Veve Calzada - Fajardo		1	4			2	12
12. Ana Roqué Duprey - Humacao		1	1			3	10
13. Pedro Perea Fajardo - Mayaguez	2	1	9			2	24
14. Bernardino Cordero - Ponce		2	10			2	19
15. Miguel Such - Río Piedras		2	7			2	25
16. Ramos Antonini - Yauco	1	1				2	11
17. Ramón J. Dávila - Coamo		1				-	-

APPENDIX G

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SENIOR HIGH SCHOOLS WITH VOCATIONAL DEPARTMENTS							
1. Trina Padilla de Sanz - Arecibo		1				2	6
2. José Berríos Berdecía-Barranquitas		1				2	6
3. Francisco Mendoza - Isabela		1				2	6
4. Manuel Méndez Liciaga-San Sebastián	1	1	1			3	9
5. Luis Muñoz Rivera - Utuado			2			2	7
6. Teodoro Aguilar Mora - Yabucoa		1				2	6
7. Trina Padilla - Río Piedras		1					
SENIOR HIGH SCHOOLS WITH VOCATIONAL SHOPS							
1. Rafael Aparicio Jiménez - Adjuntas						1	2
2. Guánabanos School - Aguada							
3. Josefa Pastrana - Aguas Buenas						2	2
4. José M. Gándara - Aibonito		1	1			2	2
5. Alcides Figueroa - Anasco						1	2
6. Carmen B. Huyke - Arroyo						2	4
7. Luis Muñoz Marín - Cabo Rojo		1				2	2
8. Pablo Avila González - Camuy						3	2
9. Adolfo Veve - Ceiba						1	
10. Juan Ríos - Ciales						3	2
11. Luis Muñoz Iglesias - Cidra		1				3	4
12. Florencio Santiago - Coamo						2	2
13. Passrell School - Comerio						2	4
14. Emilio R. Delgado - Corozal		1				2	6

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15. José S. Alegría - Dorado		1				3	2
16. Juan Ponce de León - Florida	1						2
17. Rosalina C. Martínez - Guaynabo		1				3	1
18. Margarita Janer - Guaynabo		1				3	1
19. Luis Lloréns Torres - Juana Díaz						2	1
20. Urban High School - Jayuya						2	1
21. Luis Muñoz Rivera - Lajas	1					1	2
22. Domingo Aponte - Lares						3	1
23. Santiago R. Palmer - Las Piedras							
24. Ramón Power y Giralt - Las Piedras		1				3	2
25. Rafael N. Coca - Luquillo						2	2
26. Alfonso Costa Martínez - Maunabo						2	2
27. Raúl Ibarra - Maricao						1	1
28. Efraín Sánchez Hidalgo - Moca						2	
29. Antonio S. Pedreira - Moca							2
30. Jaime Collazo del Río - Morovis		1					
31. Morovis High School - Morovis						3	1
32. Rafael Rocca - Naguabo						2	
33. Francisco Morales - Naranjito						2	3
34. José Rojas Cortés - Orocovis						2	1
35. Cecilio Lebrón Ramos - Patillas						2	3
36. Adolfo Grana Rivera - Peñuelas						1	2
37. Juan Alejo Arizmendi-Quebradillas		1				2	
38. Juan Ruiz Pedroza - Rincón						1	3
39. Juan Ponce de León - Río Piedras		2				-	
40. Lola Rodríguez de Tió - San Germán		1				3	2
41. John F. Kennedy - Santa Isabel						1	3
42. Ramón Power - San Juan		1				-	4 2
43. Albert Einstein - San Juan		1					
44. Central High School - Santurce		1				1	

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INSTITUTIONS	AGRICULTURE	DISTRIBUTION AND MARKETING	HEALTH OCCUPATIONS	HOME ECONOMICS (OCCUPATIONAL)	TECHNICAL EDUCATION	OFFICE OCCUPATIONS	VOCATIONAL INDUSTRIAL
45. José Campeche - San Lorenzo						2	1
46. Nicolás Sevilla - Toa Alta						2	2
47. Sabana Seca High School - Toa Baja						-	
48. Apolo San Antonio - Vega Alta						2	
49. Germán Rickehoff - Vieques						1	
50. Francisco Zayas Santana - Villalba						2	
51. Dr. Carlos González - Aguada						2	
52. José De Diego - Aguadilla		1					
53. Dra. María Cadilla - Arecibo		1					
54. Fernando Suria Chaves - Barcelonata						2	
55. Manuel Meléndez Muñoz - Bayamón	1	1				-	
56. Dr. Agustín Stahl - Bayamón		1				-	
57. Miguel de Cervantes - Bayamón		1				2	
58. Luis Muñoz Rivera - Bayamón							
59. Luis Palés Matos - Bayamón		1					
60. Manuela Toro - Caguas							
61. Antonio S. Pedreira - Caguas		1					
62. Bairoa School - Caguas						2	
63. Gautier Benítez School - Caguas		1				-	
64. Luis Hernáiz Verone - Canóvanas		1				3	2
65. Dr. José M. Lázaro - Carolina		1				-	
66. Adolfo Veve - Ceiba						1	
67. Santiago Iglesias Pantín - Ceiba							
68. Francisco Oller - Cataño		1				2	
69. Franklin D. Roosevelt - Guánica						2	
70. Francisco Rodríguez López-Guayanilla						2	
71. Gurabo High School - Gurabo							

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INSTITUTIONS	AGRICULTURE	DISTRIBUTION AND MARKETING	HEALTH OCCUPATIONS	HOME ECONOMICS (OCCUPATIONAL)	TECHNICAL EDUCATION	OFFICE OCCUPATIONS	VOCATIONAL INDUSTRIAL
72. Lorenzo Coballes Gandía - Hatillo		1				2	
73. Hormigueros High School-Hormigueros						-	1
74. Francisco Mendoza School - Isabela						2	6
75. Alfonso Díaz Lebrón - Juncos		1				2	
76. Grabriela Mistral - Lares			1			2	
77. Eugenio María de Hostos-Las Marías						1	
78. Fernando Callejo - Manatí		1				3	
79. José de Diego - Mayaguez		1				2	
80. Eugenio María de Hostos-Mayaguez		1				-	
81. Dr. Alfredo Aguayo - Ponce						3	
82. Ponce Senior High School - Ponce		1					
83. Dr. Pila High School - Ponce		1					
84. Armstrong School - Ponce		1				3	
85. Pedro Falú - Río Grande		1				3	
86. Gabriela Mistral - Río Piedras		1				3	
87. República de Colombia - Río Piedras		1					
88. Río Piedras Heights - Río Piedras		1					
89. University Gardens - Río Piedras		2					
90. Berwind School - Río Piedras		1					
91. Vilá Mayo - Río Piedras		1					
92. Blanca Malaret - Sabana Grande						2	
93. Adolfina Irizarry de Puig-Toa Baja		1				2	
94. Pedro Albizu Campos - Toa Baja		1				3	
95. Medardo Carazo - Trujillo Alto	1	1				3	
96. Lino Padró Rivera - Vega Baja		1				2	
97. Teodoro Aguilar Mora - Yabucoa						2	

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INSTITUTIONS	AGRICULTURE	DISTRIBUTION AND MARKETING	HEALTH OCCUPATIONS	HOME ECONOMICS (OCCUPATIONAL)	TECHNICAL EDUCATION	OFFICE OCCUPATIONS	VOCATIONAL INDUSTRIAL
SPECIALIZED AGRICULTURAL SCHOOLS							
98. Residential School - Adjuntas	5						
99. La Plata Second Unit - Aibonito							
100. Dominguito Second Unit - Arecibo	1						
101. Soller Agricultural School - Camuy	4						
102. Mora Second Unit - Isabela	1						
103. Palmarejo Second Unit - Lajas	1						
104. Farm Machinery School-Santa Isabel							
105. Pájaros Second Unit - Toa Baja	1						
SECOND UNIT WITH VOCATIONAL OFFERINGS							
106. Yahuecas Second Unit - Adjuntas	1						
107. Jaguey Second Unit - Aguada							
108. Montaña Second Unit - Aguadilla	1						
109. Adumo Second Unit - Aguadilla	1						
110. Bayamoncito Second Unit-Aguas Buenas	1						
111. Esperanza Second Unit - Arecibo	1						
112. Dominguito Second Unit - Arecibo							
113. Sabana Hoyos Second Unit - Arecibo							
114. La Plata Second Unit - Aibonito							
115. Palo Hincado Second Unit-	1						
116. Barranquitas							
117. Monte Grande Second Unit-Cabo Rojo							
118. Tomás de Castro Second Unit-Caguas	1						
119. Quebrada Second Unit - Camuy							
120. Zanjas Second Unit - Camuy	1						

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121. Cubuy Second Unit - Canóvanas	1						
122. Carruzo Second Unit - Carolina	1						
123. Frontón Second Unit - Ciales	1						
124. Pesas Second Unit - Ciales	1						
125. Ernesto Valderas School - Ciales	1						
126. Rincón Second Unit - Cidra	1						
127. Stubbe Second Unit - Cidra	1						
128. Hayales Second Unit - Coamo	1						
129. Palomas Second Unit - Comerío							
130. Cuchillas Second Unit - Corozal	1						
131. Puato Second Unit - Guayanilla	1						
132. Pajuil Second Unit - Hatillo							
133. Bayaney Second Unit - Hatillo	1						
134. Pasto Viejo Second Unit - Humacao	1						
135. Collores Second Unit - Jayuya							
136. Mameyes Second Unit - Jayuya	1						
137. El Mangó Second Unit - Juncos	1						
138. Palmarejo Second Unit - Lajas	1						
139. Santa Rosa Second Unit - Lajas	1						
140. Anones Second Unit - Las Marias							
141. La America Second Unit - Lares							
142. Lares Second Unit - Lares							
143. Montebello Second Unit - Manatí							
144. Francisco Vicenty Second Unit- Maricao							
145. Palo Seco Second Unit - Maunabo	1						
146. Unibón Second Unit - Morovis	1						
147. Río Blanco Second Unit - Maunabo							
148. Botijas Second Unit - Orocovis	1						

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149. Saltos Cabras Second Unit-Orocovis	1						
150. Guardarraya Second Unit - Patillas							
151. Santo Domingo Second Unit-Peñuelas	1						
152. Calvache Second Unit - Rincón							
153. Minillas Second Unit - San Germán	1						
154. Rusario Second Unit - San Germán	1						
155. Huconuco Second Unit - San Germán	1						
156. Quebrada Honda Second Unit San Lorenzo	1						
157. Hato Arriba Second Unit - San Sebastián	1						
158. Juncal Second Unit - San Sebastián	1						
159. Mameyes Second Unit - Utuado	1						
160. Angeles Second Unit - Utuado	1						
161. Caguanas Second Unit - Utuado							
162. Caonillas Second Unit - Utuado							
163. Salto Arriba Second Unit - Utuado	1						
164. Guayabota Second Unit - Yabucoa	1						
165. Duey Second Unit - Yauco	1						
166. Others (Superintendent School office facilities island wide)	25						
SPECIAL VOCATIONAL CENTERS							
167. Tool and Die making School-Bayamón					1		
168. Community Center - Buen Consejo Río Piedras							
169. Training and Educational Center (CEAO) - San Juan							

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INSTITUTIONS	AGRICULTURE	DISTRIBUTION AND MARKETING	HEALTH OCCUPATIONS	HOME ECONOMICS (OCCUPATIONAL)	TECHNICAL EDUCATION	OFFICE OCCUPATIONS	VOCATIONAL INDUSTRIAL
170. Educational Opportunities Center (C.O.E.) - San Juan							
171. Guillermo Atiles Moreau - San Juan							
172. José C. Barbosa - San Juan							4
173. Industrial School for Women- Vega Alta							

NUMBER OF TEACHERS FOR PUBLIC SECONDARY EDUCATION

Level	1976-76	1977-78	1978-79	1979-80	1980-81	1981-82
Intermediate	5,857	6,598	6,685	6,503	7,898	8,176
Superior	4,250	4,937	4,828	5,244	5,399	5,355
Total	10,107	11,535	11,513	11,747	13,297	13,531

Source of information: Department of Education

APPENDIX H

STUDENTS/TEACHER RATIO IN PUBLIC SECONDARY SCHOOL

	Number of Students (000)	Number of Teachers (000)	Students per Teacher
1976	293.5	10.1	29.1
1978	308.5	11.5	26.8
1979	308.3	11.5	26.8
1980	307.6	11.7	26.3
1981	305.7	13.3	23.0
1982	303.3	13.5	22.5

EXECUTIVE SUMMARY

Chairman Simon, Resident Commissioner Corrada, and other members of the Committee, my name is Amalia Charneco. In my capacity as the Undersecretary of Education for the Commonwealth of Puerto Rico, I am appearing before you today on behalf of Dr. María Socorro Lacot, the Puerto Rico Secretary of Education. Secretary Lacot is unable to be here with you today because she and Governor Romero are in Jamaica on official business relating to the Caribbean Basin Initiative.

On behalf of Secretary Lacot, I wish to extend our warm greetings and welcome to Puerto Rico. I welcome this opportunity to present a brief oral summary of Secretary Lacot's prepared statement concerning "The Access of Puerto Ricans to Postsecondary Education" which I am submitting for the official record.

As is discussed in greater detail in Secretary Lacot's prepared statement, Puerto Rico has made remarkable progress toward the goal of providing all the children of school age with access to a quality public education. This progress reflects the extreme importance which the people of Puerto Rico place on education.

The commitment of the people of Puerto Rico to educational opportunity is reflected in the Puerto Rico Constitution which provides that--

> Every person has the right to an education which shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms.

Unfortunately, that principle has not always been a reality. At the start of the century only 14 percent of Puerto Rico's school-age children were enrolled in school and only one person in four could read or write. By 1954, virtually every six year old Puerto Rican child was enrolled in the first grade. However, teacher and classroom shortages necessitated half-day (or double enrollment) sessions for many children.

In contrast, during this past year, about 92 percent of school-age children in Puerto Rico were enrolled in school and iliteracy has been reduced to about 8 percent of the population. Due to the construction of school facilities and the hiring of additional staff, less than 2,000 students in our public schools are now attending schools with double enrollments. In recent years, educational opportunity has also become a reality for the handicapped children of Puerto Rico. Because of Governor Romero's strong commitment to improving the access of this historically neglected group to educational services, Commonwealth funding for education of the handicapped has been increased by over 100 percent in only a six year period.

During the past three decades, since the establishment of the Commonwealth in 1952, the Puerto Rico Department of Education has grown to the point that it is now the second largest local educational agency in the United States. Only the New York Public Schools serve more children. During this past year, the Puerto Rico Department of Education served over 700,000 elementary and secondary school students and employed over 34,000 teachers. Under law, the Puerto Rico Department of Education is responsible for the administration of all public elementary and secondary schools, as well as postsecondary vocational and technical schools. Elementary and Secondary education in Puerto Rico is highly centralized and the Department serves as both the State Educational Agency and the only Local Educational Agency for the entire Island.

The provision of universal access to public elementary and secondary education has required a major financial commitment by the people of Puerto Rico. In recent years, about one-fourth of the Commonwealth budget has been spent on education. During fiscal year 1982, the Puerto Rico Department of Education had a budget of $720.3 million which included $467.4 million in Commonwealth funds and $252.8 million in federal funds.

Even with this unprecedented financial commitment, Puerto Rico's average annual per pupil expenditure of $1,012 is still less than half the average amount spent in the States. Governor Romero has made education his highest priority and, under his administration, the Commonwealth's budget for education has continued to grow. Additional fiscal effort for public education in Puerto Rico would be extremely difficult in view of the fact that the per capita income in Puerto Rico is only $3,918 as compared with the national average of $11,000.

Despite Puerto Rico's strong commitment to education and the remarkable improvements which have been made, some significant problems persist. For example, although public schools are now available for all school-age children on the Island, a significant number of our youth still do not complete high school. At present, only about 45 percent of those who began school in the first grade graduate from high school. However, this compares very favorable with the data for ten years ago when only about 34 percent of our children were completing high school.

Although significant progress has been made in retaining students in elementary and secondary school, we are extremely concerned about the substantial percentage of children who still leave our school system without graduating. As we move rapidly into the "Information Age" it is becoming increasingly difficult to find employment without a high school education. In fact, it is becoming more and more important to have not only a high school degree. but also marketable training or experience.

Thus, the problem in Puerto Rico is no longer one of simply access to an elementary and secondary education. Instead, the problems to be addressed today relate to quality, retention and completion.

Along with the expansion of our system of elementary and secondary education, we have seen a virtual explosion in the size of Puerto Rico's system of higher education. In

1960, 24,529 students were enrolled in Puerto Rico's institutions of higher education. In contrast, in 1982, enrollment at the university level had risen to 139,459 students. This rapid increase in enrollment has been accompanied by a major shift in the concentration of enrollment from public institutions (The University of Puerto Rico) to private colleges. While in 1965 two-thirds of the college students in Puerto Rico were attending the University of Puerto Rico, two-thirds of our college students today attend private postsecondary institutions.

In Puerto Rico, as in the rest of the Nation, federal financial assistance has opened the door to higher education. At present, about 60 percent of the graduates from our high schools enter college. However, getting into college is only the first step. All too frequently, the door into college turns out to be a quickly revolving door. Nearly one-half of the students who enter an institution of higher education in Puerto Rico fail to complete even the second year of study.

Thus, the question is no longer so much one of access to higher education but rather one of successful completion of degree programs. Questions may also be raised about the quality of certain postsecondary degree programs and their relationship to success in future life. In our view, far too many of the students in our institutions of higher education are pursuing careers in the social sciences, rather than in growth areas relating to science and technology. It is also true that financial considerations and limited English proficiency limit the choice of many high school graduates to postsecondary institutions in Puerto Rico.

We must acknowledge that the high drop-out rate in Puerto Rico's institutions of higher education is due, in part, to the shortcomings which still exist in the elementary and secondary education experience which many of these students have had in our school system. Despite our strong commitment to education, Puerto Rico simply lacks the financial resources to do all that needs to be done. We still have a serious need for better trained teachers, improved facilities, libraries and new equipment. Lacking a fully adequate foundation education, students have a reduced chance of success at the postsecondary level.

In addition to the continuing need to upgrade the quality of instruction and curriculum that is offered at the elementary and secondary level, the relatively high drop-out rate in our colleges is also due, in part, to a lack of accountability on the part of some institutions and students. Unfortunately, some institutions have become more concerned with increasing their enrollment than with meeting their students' needs.

In some cases, postsecondary institutions have failed to apply meaningful admission standards and have also failed to provide adequate counseling and remedial instruction to assist students experiencing difficulty.

It is also true that we have not done all that needs to be done to educate parents and students about viable alternatives to a college degree. A significant number of students entering our institutions of higher education lack the academic skills and motivation necessary for graduation from college and would be better advised to pursue technical vocational training. As is discussed in greater detail in Secretary Lacot's prepared statement, the Puerto Rico Department of Education offers a wide range of vocational and technical programs at both the secondary and postsecondary levels. Through these programs--which are accessible to all segments of the student population--the Department provides students with the training needed to perform as skilled workers and technicians in all sectors of our economy.

In addition to making 12 years of elementary and secondary education available to all children in Puerto Rico, important efforts have been made in recent years to improve the quality of the educational foundation which we provide in our elementary and secondary schools.

Perhaps the most important improvement in the quality of instruction that has been made in recent years results from the addition of teaching positions. The hiring of additional teachers has resulted in major improvements in our pupil/teacher ratios.

During the past four years, we have also taken steps to upgrade the academic preparation of our teachers. We anticipate that improvements in the quality of teacher preparation will translate into improvements in student achievement.

Although we are proud of the progress which has been made in providing the children of Puerto Rico with access to education, much remains to be done to improve the quality of that education. However, the needed improvements require substantial expenditures of funds.

Although education is primarily a State and local responsibility, we simply do not have the resources to effectively meet that responsibility without substantial federal assistance. A significant reduction in federal funding for education would result in a situation where meaningful educational opportunity would be accessible only to those who can afford to pay for it.

On the contrary, as recently stated in the Report of the Twentieth Century Fund Task Force on Federal, Elementary and Secondary Education Policy, "It is increasingly important that the Federal Government emphasize the pressing need for a high quality system of education open to all Americans, regardless of race or economic position."

I wish to thank the members of the Committee for the genuine interest which they have revealed by their presence here today. I commend the members of Congress for continuing to support programs which provide access to educational opportunity and for recently recognizing the national need to promote educational excellence in science and mathematics.

In this era of increasing emphasis on high technology, our national security and economic well-being depend upon the development of an educated and highly trained workforce. If Puerto Rico is to continue to serve as a successful example of free-enterprise and democracy in the Caribbean region, we must have the resources to adequately train our young people.

Mr. CORRADA. Thank you very much, Dr. Charneco, for the summary of your testimony and your entire testimony, which is full of data and statistics that are very important for us to have a clear and better understanding of the overall panorama of the Puerto Rico educational services from the elementary and secondary level through postsecondary education.

I would like to ask a few questions. Could you tell us something about what efforts, and if there is any improvement, in moving toward the quality of services and comparability of services within the title I program, which is students in metropolitan areas and those in the rural areas in the island?

Mr. CHARNECO. Access to education has to go hand in hand with the quality of education. One of the things in which we have made large progress in the past years—and I will say that title I funds and now chapter I funds have been very successful in that—is the requirement of a comparability study. Through those studies, we have had a thorough understanding of what differences there were between the rural areas and our metropolitan areas.

In the past few years, our comparability studies demonstrate that we have obtained equality of education in rural schools. Our student-teacher ratio and our, let's say, our income for materials and for other resources in the different schools is now more or less the same. So we have come together with equality and access to education hand in hand in the last few years.

Besides that, the building of physical facilities and the excellent programs on compensatory education have provided us the opportunity to raise the standards of the basic skills that the students master. So we have literally gone a long way in the mastering of skills, even though we are not completely satisfied up to now. But equality in education is one of the outstanding features of our Department of Education in these past years.

Mr. CORRADA. How about efforts and/or improvements in providing educational services to children with learning disabilities or problems pertaining to handicapped children who are in need of special education?

Mr. CHARNECO. I would say that is one of our strong points in the latest years. Really, we have had a great deal of difficulty in taking care of all our handicapped kids because we were too far away from where we should be. But in the last few years, almost all of the additional staff we have obtained through State moneys has been for handicapped children. So, we now have those 3,000 or more teachers. Most of them are for handicapped children, and the rest are to obtain, for comparability purposes, quality in education.

Handicapped students up to now are not only favored by State funds, but also by Federal funds, and we have most State legislation and Federal legislation to guarantee that. So, I would say that access for handicapped students in Puerto Rico at the elementary and secondary levels has been one of our greatest successes, even though we are still in need of more physical facilities and more teachers to do the job that we really want to be done.

Mr. CORRADA. Do you have some statistics or data as to what the estimated targeted population may be in terms of children who are in need of special education and those who are actually being served?

Mr. CHARNECO. Yes. I don't have the exact data with me now, but I would say that we are already serving more than half of the whole handicapped population that we have, according to the studies. So, we still have many of them who are not registered, but we are giving great efforts through public information to parents and through different means to try to get all handicapped students registered so that we can give services to them. So the proportion of handicapped students, we feel, in Puerto Rico is not being served completely. We are serving more than half of them, but many of the ones who we don't serve is really because they have not been registered up to now in the different censuses that we made of handicapped students.

Mr. CORRADA. What is the situation concerning the availability of trained teachers who are capable of providing special education to those children in Puerto Rico who are in need of these services?

Mr. CHARNECO. For the last 3 or 4 years, we have been through Fordham University, through Phoenix, through the University of Puerto Rico, through many higher education institutions preparing teachers. For instance, in one of the programs that we offer, it was a 3-year program at Fordham University: as of this year, about 72 teachers will have their master's degree in this specialization. Also, we have every year for mainstreaming teachers, we are constantly offering teacher-training programs to all of them.

So there is still much to be done, but we are really doing a great deal with the teacher training. That is our main priority, the training of teachers, both in mainstreaming and special education, so that they know how to handle this population of handicapped children.

Mr. CORRADA. I looked at your testimony where you say that, in your view, the basic problem in Puerto Rico concerning postsecondary education is not really one of access of students who graduate from high school to institutions that provide postsecondary education services. But, actually, you explained in your testimony that you have a serious concern that about half of all those high school students who go on to institutions of higher learning, in fact, drop out or fail after their first year at the college level.

Could you elaborate a little on that and explain to us if you have any theories or ideas about what factors contribute to this problem?

Mr. **Charneco.** We think that one of the factors is the fact that they need more remedial instruction at the university level. Due to open-door policies and to lower standards of admissions in many universities where many students—where the basic education or their basic skills don't matter—go into college, in order to be successful there, they need remedial teaching, they need tutoring services, and also special services and counseling services, so that they can be retained at the university level.

I think that, at the university level, little is done, as far as counseling services are concerned, with the kids who go into the universities. So, they enter into a basic education program, the general studies, and they don't find there what they probably went to seek, and they get discouraged. So guidance orientation would do a great deal, and also the remedial instruction.

There is another problem. Many of our students cannot enter the University of Puerto Rico because of lack of facilities. Right now, the greatest number of students go into private institutions. These private institutions offer more in the humanities, social studies, and education programs, but they don't have the technologies, such as engineering technologies, in the programs. It is more costly. So, really, you find only engineering technologies at the University of Puerto Rico, at the regional campuses, at the College of Agriculture and Mechanical Arts, the America Science Campus, and things like that. So, really, the different agricultural and engineering technologies are not found in private institutions of higher education. They have mostly liberal arts programs.

Also, they do have management and business education programs which are very popular with most students going to it. But aside from that, there is the need for more areas in engineering, science, and agriculture at the private institutions of higher education in Puerto Rico.

Mr. **Corrada.** So, in your opinion, it would be worthwhile to attempt to strengthen the provision of educational services by private postsecondary institutions in Puerto Rico in the areas of science, engineering, mathematics, and so on?

Mr. **Charneco.** That is right.

Mr. **Corrada.** Are there any efforts currently underway to create some kind of liaison between the Department of Education in Puerto Rico and the institutions of higher learning in Puerto Rico, both public and private, to see how this problem could be addressed, so that they are better ready to take students coming out of the public school system and that, as you are able through your own studies to know, first of all, what the desires of those students may be in terms of the kind of college career they would like to pursue and, on the other hand, your understanding of the labor market, the job market, in the island that will be in the condition to provide a job to those students who graduate, both from high school as well as from the postsecondary institutions—a combined joint effort between the Department of Education in Puerto Rico and the institutions of higher learning so as perhaps try to fill this gap that exists between the secondary and postsecondary level and the respective institutions in addressing this issue of how to, for instance, provide these remedial services when they graduate or how to steer—I don't believe in the word "mandating" or "directing" because I think that you cannot really tell anyone what he or she ought to be studying, but I think that there are many things you can do in terms of steering and encouraging students to really pursue a career that will be meaningful in terms of job possibilities later.

What is being done, or what could be done, in strengthening the collaboration between your department and the institutions of higher learning in addressing this issue?

Mr. **Charneco**. I will begin by mentioning the fact that there are two important things that we have to do at the secondary level. We have to stress the basic skills and better the basic foundations that the students obtain, and be more rigorous as far as those who are waiting from high school—those who are college-bound students—in whatever preparation they receive in our high schools.

There is a second thing that we are doing right now, and it is through our postsecondary and technical institutes. At the postsecondary and technical institutes, we foster, of course, those technologies where there is employment in Puerto Rico. So we try to get as many of our students to these institutions. We only have four of them and, because of that, not all of those who want to go into technical programs can get a place there. So we need more technical programs for postsecondary students.

As far as linkages, we have been doing linkages in the area of science and engineering through the International Science and Engineering National Fair, where it is all higher education personnel who are the ones who are orienting or guiding our secondary students interested in research programs. We have been very successful for the last few years in those International Science and Engineering Fairs, which are celebrated both locally and at the regional and the national level.

We have what we call advanced placement programs, where we give exams to our students and we place them in the university courses. In some locations, especially with the University of Puerto Rico, we have this type of program with linkages with the university or higher education system.

At the technological institute, we have a pretty technical program that is really a remedial program. But we are aware that we need more linkages so that our college-bound students and our universities will work together more through this program.

Mr. **Corrada**. Which are the four institutions of postsecondary vocational education that you operate?

Mr. **Charneco**. We have two technical institutions, one in San Juan and one in Ponce. Those are technical only. Then we have vocational and technical institutes in Guayama and Manati, and they offer both secondary programs and postsecondary programs.

Mr. **Corrada**. What is the total enrollment of those institutions?

Mr. **Charneco**. We have around 2,000 students in those technical institutes.

Mr. **Corrada**. In the four of them?

Mr. **Charneco**. In the four of them. This is at the technical level, not at the vocational or secondary level. We have a little more than 2,000 students.

Mr. **Corrada**. How many high school students will be graduating from your entire secondary system this year, the public system?

Mr. **Charneco**. From the public school system?

Mr. **Corrada**. Approximately. A ballpark figure.

You have slightly over 700,000 in total from first grade through high school, but how many would be graduating this year?

Mr. **Charneco**. I think maybe 100,000.

Mr. **Corrada**. Of those, what are your estimates in terms of the number who would go on to more education through postsecondary education, whether it is in the traditional academic fields or at the technical level?

Mr. **Charneco**. Around 60 percent of them go to postsecondary programs.

There is something that we must mention. Of those that don't go to postsecondary programs, many of them are given attention through our evening programs, our adult education programs. So we have a great number of adult education programs in vocational areas. Even though we have a large number of dropouts—ones that don't finish high school—but many of those who don't finish high school, they are taken care of through exams through the adult education and extension program. So they generally get a high school diploma.

Mr. **Corrada**. Of course, you do have a serious problem with unemployment with those who drop out before they finish high school, who leave school in the seventh or eighth grade, and who don't have any kind of education.

Mr. **Charneco**. For those students we have, through the right of employment administration and our programs, linkages, whereas CETA—and now through the new Job Training Partnership Act—they are taking care of by this forum. We offer the technical programs that they need to get them into jobs.

Mr. **Corrada**. The Job Corps, too.

Mr. **Charneco**. That is right. We have the Job Corps also in Puerto Rico. We also have working student centers for those students. So we try to get them into different types of vocational and technical programs, those who drop without any skills, so they can go on studying at the higher education institutions.

Mr. **Corrada**. Thank you.

Mr. Williams.

Mr. **Williams**. Thank you, Mr. Chairman.

I thank you for your testimony, and the Secretary.

I have taken notes and I find that the improvement these past decades in the educational achievement of the Puerto Rican is remarkable. Within the lifetime of many Puerto Ricans—that is, within the past 80 years—you have gone from an enrollment rate which is now in the high 90's, and 80 years ago was only in the 20 percent.

Mr. **Charneco**. That is right.

Mr. **Williams**. The illiteracy rate 80 years ago was 75 percent, and today it is only 8 percent.

Mr. **Charneco**. Yes.

Mr. **Williams**. Forty years ago, according to the Secretary's testimony, only 50 percent of Puerto Rican school-age children were in school; 15 years later, all 6-year-olds were enrolled, although apparently the school day was half time; and today 92 percent are enrolled.

Just as on the mainland, your testimony goes on to indicate that there is still considerable dissatisfaction with education, it isn't yet good enough. You ought to have that dissatisfaction.

Mr. **Charneco**. That is right.

Mr. **Williams**. The people in the 50 States have it about ourselves, and you should have it, too.

Let me comment on some of your concerns because they are legitimate and they are troubling. You mentioned a lack of qualified teachers, and also a lack of good materials and equipment necessary to provide adequate education. The Secretary's testimony mentions that access is no longer a major difficulty, but rather the successful competion of degree programs. Baltasar commented on that.

You indicate that science teachers may not be adequately prepared, and you correctly tie that to a lack of financial compensation for teachers. No one should underestimate the importance of adequate financial resources for our teachers. We cannot attract the best people to teach unless we pay them an adequate salary. You mention a high dropout rate.

Also, the Secretary is very frank with this statement, and I am quoting now,

> Unfortunately, some institutions have become more concerned with increasing their enrollments than with meeting the students' needs. Student admission standards have eroded, and there has often been a lack of adequate counseling.

In our previous hearing here the day before yesterday, Chairman Paul Simon asked if requiring a C average in order to maintain a Pell grant would be a good idea. Do you think that we could improve a student's performance, plus improve the competition and graduation rate, if we required a C average for continued eligibility for Pell grants?

Mr. **Charneco**. Really, I believe that we should have open-door policies in certain cases. So I will say that if we can get students into higher education, it will be very good for all of these kids who leave high school without any special preparation to be in the world of work to get higher education assistance and a higher education preparation.

I think that something that is lacking is—as I already mentioned to Mr. Corrada—is the fact that we need more technical institutes, more institutes offering associate degrees in computer science and more offering associate degrees in technologies, in the engineering technologies, in the agricultural technologies, so that these kids can go into these areas where they can master some skills that will be workable for them after graduation. The problem is that, in many private institutions—that is why we mentioned the fact of employment—it is less expensive to have social studies and education and other professions. We need to have technologies.

That is why we have a proliferation of higher education institutions offering more or less the same things we have had in the past and not in specialized areas—except the group that offers business administration courses and those that offer computer science. The rest of them, even the big universities, like the Inter-American University and the like, they have very little as far as technologies, in engineering and agriculture. They do have business administration. They may have some in health.

Mr. WILLIAMS. It is my understanding that the Federal per pupil expenditure here in the Commonwealth with regard to elementary and secondary is generally about the same as it is in the 50 States.

Mr. CHARNECO. Not at the secondary and elementary level.

Mr. WILLIAMS. Tell me about that.

Mr. CHARNECO. We have a per pupil expenditure of around $1,000.

Mr. WILLIAMS. I am referring just to the Federal contribution now.

Mr. CHARNECO. OK.

Mr. WILLIAMS. If the Federal contribution is roughly equivalent here to what it is in the 50 States, but if the overall expenditure is less than half of what it is in the States, that tells me that this Commonwealth is contributing less of its own money raised locally to students than any of the 50 States; is that true?

Mr. CHARNECO. I would say that the funds we have from the Federal Government are more or less the same in many cases. In some instances, they are different; but in most cases, they are the same as in the States.

But even though more than 30 percent of the budget of the government is spent on education, that State budget is much less than probably what States put in their budget for State funds in the different schools. So even though we have more or less the same Federal funds, the ratio is really less. We have what we call a combined budget. We have a combination of State and Federal funds. And the combination of both Federal and State funds give that ratio, but it is much lower than in the States. So I gather it is not because there is not more money at the Government level, to put more moneys into State funds for education.

Mr. CORRADA. Would the gentleman yield on that point?

Mr. WILLIAMS. Yes, I yield.

Mr. CORRADA. There was a very significant difference in terms of what the Federal Government contributed under title I because there was a very limiting formula before 1978 for Puerto Rico. When we reauthorized the Federal Elementary and Secondary Education Act in 1978, I was successful, with the help of the Carter administration, to amend that formula and significantly improve Puerto Rico's share of title I moneys by making an adjustment in the formula that made it fairer to us.

There is still, though, a difference. By and large, we get about 80 percent from the Federal Government than what the States receive. So there is a lower contribution for Puerto Rico under title I than for the 50 States.

There is a second factor, of course, concerning the State portion of it. That is that Puerto Rico, in its economic development, finds itself about 50 to 55 percent of the poorest of the States, which is Mississippi. So the income per capita here is about that. Obviously, the governmental resources in terms of revenues collected, even though we have a very high income tax, local income tax, with rates comparable to the Federal income tax, because there is more poverty and because there is less economic development, the total amount of revenues resulting from the collection of income taxes, as well as from taxes from other sources such as property tax, excise tax, and so on, represent a much lower base per capita than what you would have in many of the States. This, in turn, means that the ability of the Government of Puerto Rico to finance the public education system is more limited than what you would find in the States.

But as you pointed out, about one-third of the entire budget is allocated to education. Nevertheless, at times, I am concerned that some of that could be used more efficiently. Second, I believe that, at times, we spent money in other areas—which are of high priority as well—but perhaps the education function still could benefit from more resources.

I yield back.

Mr. WILLIAMS. I thank my friend for that very clear description of the difficulties that the Commonwealth faces in its valiant attempts to provide proper funding for education. It is very important to have that on the record. I am pleased that we are pursuing it.

I want to commend the Secretary for her comments with regard to the new report, "A Nation At Risk." I see she is very current and has already read the report and taken time to comment on it on pages 20 through 23 of the testimony. I have been waiting ever since the report has been issued to hear testimony in which someone commented on the report, and I had to come to Puerto Rico to find that. So I appreciate it.

I also agree with the Secretary's final statement with regard to the report. The Secretary obviously has considerable agreement with the findings of "A Nation At Risk." However, in her final comment, she says, "The large scale improvements which are needed in our educational system will not be forthcoming on a national scale without additional Federal financial support." Despite the protests of some in government, including those in the highest places in government, that this report has clearly indicated that money has been wasted and more money is not needed, the report makes no such finding and, in fact, indicates that if the Federal Government wants to be involved in securing excellence in education throughout the Nation, it is going to have to increase financial support.

Mr. CHARNECO. That is right.

Mr. WILLIAMS. Financial support alone is not enough. We need to find new innovative ways, we need to find better ways to share costs. We need to define, as best we can, what the Federal role in education really is and what the appropriate State and local authority should be. But there is no question that education excellence cannot be achieved without a considerable expenditure of public money.

Mr. CHARNECO. That is right.

Mr. WILLIAMS. By the way, the public has always understood that, even if some elected officials in government don't. The public has always understood that education is expensive and has considerably provided significant support for education.

By the way, it has been the lower middle class and the middle class throughout the Nation that has insisted upon excellence in education and has been willing to pay for it. Those are the people who voted themselves the taxes and voted for the candidates who said they would properly fund education. The significant amount of votes for those candidates and for those mill levies and bond increases have come from the middle class and the lower middle-class neighborhoods throughout the 50 States, and I am sure here in the Commonwealth.

Again, I appreciate this excellent testimony, and it is nice to see you here this morning.

Mr. CHARNECO. Thank you.

Mr. CORRADA. Dr. Charneco, thank you again for your excellent testimony. Please convey to Maria Socorro Lacot our appreciation, as well as, of course, to the members of your staff and to yourself. Thank you very much.

Mr. CHARNECO. Thank you.

Mr. CORRADA. We will now have a panel with Dr. Jose Jaime Rivera, vice president, American College of Puerto Rico; and Ronald Duncan, director of planning and development, Unversity of the Sacred Heart.

We welcome both of you here. We appreciate your coming on this Monday, the Memorial Day holiday, to contribute to these hearings we are holding today.

We will begin with Dr. Jose Jaime Rivera, vice president, American College.

STATEMENTS OF JOSE JAIME RIVERA, VICE PRESIDENT FOR ACADEMIC AFFAIRS, AMERICAN COLLEGE OF PUERTO RICO, ON BEHALF OF JUAN NAZARIO NEGRON, PRESIDENT, AMERICAN COLLEGE OF PUERTO RICO

Mr. RIVERA. Good morning. I am Jose Jaime Rivera, vice president for academic affairs, American College of Puerto Rico. Professor Juan Nazario Negron, president of American College, asked me to represent him in this hearing since he is away from Puerto Rico. Thus, on behalf of President Nazario and myself, I will proceed to address the topics of this hearing.

I want to welcome you to Puerto Rico and thank you for this opportunity to present our concerns and suggestions for ways to expand access of Hispanics to higher education.

Due to time limitations, I will concentrate on some of the issues contained in this testimony. I request this distinguished committee's permission to make the whole document part of the official record.

Mr. CORRADA. Without objection, the entire testimony will be made part of the record.

Mr. RIVERA. Thank you very much.

One of the great achievements of the century, especially in the United States and Puerto Rico, has been the access to formal education for more and more people of all ages. The Carnegie Commission has stated that, and I quote:

> This "Educational Revolution" stands along with the "Industrial" and the "Democratic Revolution" as a major force in transforming the life of modern man. The Educational Revolution supports both the technological base of the Industrial (or Post-Industrial) Revolution and the humanitarian base of the Democratic Revolution; and it is inseparable from both of them.

We fully support this view and firmly believe that the continued development of the United States and its leadership role will largely depend on the support given to the educational system. Education is a long-term process whose benefits are often slow in surfacing. As a result, in a period of financial crisis, when short-run perspectives tend to dominate, it would be most dangerous for the United States to overlook the needs of educational institutions.

What is at stake is the feasibility of a solid foundation for our social, political and economic systems, as well as the quality of our lives. Even when our achievements in education often fall short of our infinite expectations, the truth is that we are moving closer to attaining a high quality educational system. The development of such a system is a monumental task. The obstacles to be surmounted are enormous. Thus, we must not be cynical or overly critical of educational shortcomings to the point where we overlook its achievements. Aid to education must be maintained and expanded to meet new needs and challenges. As we approach the 21st century, we must remain firm in our commitment to achieving a quality educational system. This commitment must be accompanied by adequate funding consistent with the objectives of existing and future legislation.

As a developing society, Puerto Rico places great emphasis on education as an instrument for social mobility, upgrading our standards of living, increasing our human capital, developing individual potentialities, and providing a skilled and productive labor force capable of full partnership in our economic development.

Nevertheless, although we share with you the same hopes and commitments to education, the differences that exist between our two societies merit special treatment and consideration.

On page 4, I give some examples of those differences that exist between Puerto Rico and the United States, some of which were very clearly clarified by Congressman Corrada.

In summary, the increasing pressures resulting from rapid population growth, low income levels of our population, and lack of a philanthropic establishment, when contrasted with the needs for a highly skilled, bilingual, well-educated labor force capable of supporting a high-technology industrial economy results in a substantial gap of resources.

In spite of those constraints, and due primarily to the very professional attitudes of faculty members and administrators who are willing to educate our population for meager salaries, and also due to existing Federal programs which facilitate access to higher education and directly assist institutional improvements, our colleges and universities have been able to provide access to thousands of students who could not have afforded higher education. There is no doubt that if existing Federal programs were eliminated or further reduced, over 60 percent of our postsecondary student population would disappear, joining the already unbearable mass of unemployed Puerto Ricans here and in the mainland. The social, political, economic and moral costs of such a crisis would be far greater than the present cost of educating the students currently enrolled at our postsecondary institutions.

Mr. CORRADA. I take it, of course, that if 60 percent of the postsecondary student population in Puerto Rico disappeared, if these Federal programs were taken away, the institutions would also collapse and disappear.

Mr. RIVERA. Definitely. And the public system would be deeply hurt.

Mr. CORRADA. The public now can barely accommodate 40 percent of the students, so when that 60 percent comes over, the door will be closed because there is no space.

Mr. RIVERA. The scenario for that would be really too horrible to imagine.

This scenario would obviously result in a devastating blow to our capacity to develop the economy and achieve standards of income which would make us less dependent on Federal funds. No society has every achieved those changes without providing strong support to its educational system.

On pages 6 and 7 of my presentation, I provide some data, the most recent data available, on the difference between unemployment rates by year of schooling. If you notice that table on page 7, you will realize that there is a significant difference between unemployment rates of students who go to postsecondary institutions and those who do not. Here is some very clear evidence of the impact of such help that we are now receiving.

Moving on to page 24, I would like to mention some of the recommendations for amended and expanded Federal programs.

Our submitted testimony attempts to evidence the importance of existing Federal programs which support postsecondary education. Our students deserve the opportunity to develop themselves both personally and occupationally. They can do this only because existing title IV programs have remained at a threshold level and we have kept costs at a minimum. However, low tuition, no philanthropy and scarce direct institutional grants can only lead to mediocrity. Thus, we must find ways other than low wages to develop the reserves which eventually go to finance new buildings, new programs, teaching strategies and additional personnel.

Since private institutions need additional facilities, laboratories, modern and expensive equipment, computers, et cetera, to effectively educate their students, we urge substantial funding and support for title VII.

The need to expand and fully support programs such as title III, TRIO, MISIP, Cooperative Education, and title II cannot be overemphasized. These programs allow institutions, such as American College of Puerto Rico, to concentrate on quality, thus moving closer to excellence.

If existing title IV programs remain and Pell grants are increased to keep up with inflation, the barriers to postsecondary education will remain reasonably low, insuring thereby the legislative intent to provide access to all who can benefit from higher education.

But we must go beyond access. We must ask: Access to what? To mediocrity? To lack of resources to correct previous deficiencies. To lack of personnel to deal with the personal concerns and problems which develop as a result of living in poverty and cultural deprivation? To lack of teaching resources and well-equipped facilities needed in training for existing job opportunities?

This, it is now urgent that we focus on quality and find ways whereby private institutions can reach an optimum size and can stabilize enrollments to concentrate on quality. To do that, they must be free from the need to fall in the trap of having to grow to get more tuition income, which gradually leads to a need for more physical facilities, staff, et cetera, which in turn leads to a pressure to admit even more students regardless of their chances of succeeding or the capacity of the institution to serve them.

Specifically, the following steps could be taken The title II funds for the development of libraries must be increased. In Puerto Rico, most of our colleges need funds to acquire basic collections to respond to the needs of first-generation college students. Very few, if any, of our libraries met American Library Association standards. There are very few public libraries in Puerto Rico, and they suffer from limited and outdated collections, so our college libraries serve as community or public libraries. One way to assign funds could be on a formula which would take into account the gaps between library standards and the particular needs of each college library collection.

The MISIP programs must receive increasing support, and they must also have more funds assigned to further scientific literacy among nonscience majors. If not, we are going to continue moving toward a split society, whether racial minority or not, made up of an elite who are literate in science, computers, advanced technology, et cetera, and a majority who are only literate in yesterday's skills and knowledge.

The bilingual education program must focus on Puerto Rico, where new and innovative programs and resources are needed to deal with the lack of communicative competencies in English among our college students. The increase of the non-English speaking population in the United States should signal the need for special programs geared to this end.

The TRIO programs in general, and special services in particular, must be funded to allow for new and continuing programs.

Title III is probably the best and most helpful program in existence, because it allows institutions to design for themselves what they need and want. This program is, and will continue to be, critical for us in Puerto Rico. The action taken by Congress which led to a special competition for Hispanic institutions deserves further study as a permanent way to provide adequate funding for our institutions.

We conclude this topic by emphasizing the need for special funds to foster experimentation and innovation in developing diverse teaching strategies and to increase use of educational technology.

In closing, I most respectfully request that you carefully evaluate all the presentations made before this committee regarding Federal support to higher education in Puerto Rican institutions serving a minority population desiring to develop their potential as productive members of our society.

I thank you for the opportunity to express the ideas and concerns of our college community.

Mr. CORRADA. Thank you very much, Dr. Rivera.

We will go on to the next witness on the panel, and then we will come back to you and the next witness with questions.

[The prepared statement of Jose Jaime Rivera follows:]

PREPARED STATEMENT OF DR. JOSE JAIME RIVERA, VICE PRESIDENT FOR ACADEMIC AFFAIRS OF AMERICAN COLLEGE OF PUERTO RICO

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE:

I AM JOSÉ JAIME RIVERA, VICE PRESIDENT FOR ACADEMIC AFFAIRS OF AMERICAN COLLEGE OF PUERTO RICO. PROF. JUAN B. NAZARIO NEGRÓN, PRESIDENT OF AMERICAN COLLEGE, ASKED ME TO REPRESENT HIM IN THESE IMPORTANT HEARINGS SINCE HE WAS GOING TO BE AWAY FROM PUERTO RICO ON THIS DATE. THUS, ON BEHALF OF PRESIDENT NAZARIO AND MYSELF I WILL PROCEED TO ADDRESS THE TOPICS OF THIS HEARING. BEFORE PROCEEDING, I WANT TO WELCOME YOU TO PUERTO RICO AND TO THANK THE COMMITTEE FOR THIS OPPORTUNITY TO PRESENT BEFORE YOU OUR CONCERNS AND SUGGESTIONS FOR WAYS TO EXPAND THE ACCESS OF HISPANICS TO HIGHER EDUCATION.

Due to time limitations I will concentrate on some of the issues contained in this testimony. I request this distinguished Committee's permission to make the whole document part of the official record.

I. Basic Points

One of the great achievements of this century in many countries of the world, and especially in the United States and Puerto Rico has been the access to formal education for more and more people of all ages. The Carnegie Commission has stated that, and I quote, "this "Educational Revolution" stands along with the "Industrial" and the "Democratic Revolution" as a major force in transforming the life of modern man. The Educational Revolution supports both the technological base of the Industrial [or Post-Industrial] Revolution and the humanitarian base of the Democratic Revolution; and it is inseparable from both of them" (Carnegie Commission, Priorities for Action, 1973).

We fully support this view and firmly believe that the continued development of the United States and its leadership role in the world will largely depend on the support given to the educational system. Education is a long-term process whose benefits are often slow in surfacing. As a result, in a period of financial crisis, when short run perspectives tend to dominate, it would be most dangerous for the United States to overlook the needs of educational institutions.

It is of utmost importance that the Legislative and Executive branches of the Federal government fully understand that what is

AT STAKE IS THE FEASIBILITY OF A SOLID FOUNDATION FOR OUR SOCIAL, POLITICAL, AND ECONOMIC SYSTEMS AS WELL AS THE QUALITY OF OUR LIVES. EVEN WHEN OUR ACHIEVEMENTS IN EDUCATION OFTEN FALL SHORT OF OUR INFINITE EXPECTATIONS, THE TRUTH IS THAT THE UNITED STATES IS MOVING CLOSER TO ATTAINING A HIGH QUALITY EDUCATIONAL SYSTEM. THE DEVELOPMENT OF SUCH A SYSTEM IS A MONUMENTAL TASK; THE OBSTACLES TO BE SURMOUNTED ARE ENORMOUS. THUS WE MUST NOT BE CYNICAL OR CRITICAL OF EDUCATIONAL SHORTCOMINGS TO THE POINT WHERE WE OVERLOOK ITS ACHIEVEMENTS. AID TO EDUCATION MUST BE MAINTAINED AND EXPANDED TO MEET NEW NEEDS AND CHALLENGES. AS WE APPROACH THE 21ST CENTURY, WE MUST REMAIN FIRM IN OUR COMMITMENT TO ACHIEVING A QUALITY EDUCATIONAL SYSTEM. THIS COMMITMENT MUST BE ACCOMPANIED BY ADEQUATE FUNDING CONSISTENT WITH THE OBJECTIVES OF EXISTING AND FUTURE LEGISLATION.

LET US TURN NOW TO A BRIEF OVERVIEW OF THE DIFFERENCES AND SIMILARITIES BETWEEN THE EDUCATIONAL SYSTEMS IN THE UNITED STATES AND PUERTO RICO. THIS IS AN IMPORTANT POINT SINCE, PERHAPS, SOME MEMBERS OF CONGRESS MAY NOT BE FULLY AWARE OF THESE DISTINCTIONS WHICH MUST BE TAKEN INTO ACCOUNT WHEN NEW LEGISLATION IS APPROVED AND FUNDS ARE ASSIGNED TO IMPLEMENT IT.

PUERTO RICO SHARES WITH THE UNITED STATES A DEEP COMMITMENT TO SUPPORT OUR EDUCATIONAL SYSTEM AND PROVIDE ACCESS TO ALL, REGARDLESS OF COLOR, CREED, SEX, SOCIO-ECONOMIC LEVEL, HANDICAP, OR OTHER CHARACTERISTICS. IT MUST BE EMPHASIZED THAT PUERTO RICO DEVOTES CLOSE TO 1/3 OF ITS TOTAL BUDGET TO EDUCATION. NEVERTHELESS, SINCE THOSE IN THE 5 TO 14 YEARS OF AGE BRAKET REPRESENT ALMOST 25% OF OUR TOTAL POPULATION, THIS EFFORT HAS NOT BEEN ENOUGH TO KEEP UP WITH

POPULATION GROWTH AND THE NEED TO IMPROVE IN BOTH QUANTITATIVE AND QUALITATIVE ASPECTS. AS A DEVELOPING SOCIETY, PUERTO RICO PLACES GREAT EMPHASIS ON EDUCATION AS AN INSTRUMENT FOR SOCIAL MOBILITY, UPGRADING OUR STANDARDS OF LIVING, INCREASING OUR HUMAN CAPITAL, DEVELOPING INDIVIDUAL POTENTIALITIES FULLY, AND PROVIDING A SKILLED AND PRODUCTIVE LABOR FORCE CAPABLE OF FULL PARTNERSHIP IN OUR ECONOMIC DEVELOPMENT.

NEVERTHELESS, ALTHOUGH WE SHARE WITH THE UNITED STATES THE SAME HOPES AND COMMITMENTS TO EDUCATION, THE DIFFERENCES THAT EXIST BETWEEN OUR TWO SOCIETIES MERIT SPECIAL TREATMENT AND CONSIDERATION.

1. FIRST OF ALL, ONE MUST EXAMINE POPULATION GROWTH FIGURES, AND THE AGE COMPOSITION OF OUR POPULATIONS. BETWEEN 1970 AND 1980 THE UNITED STATES POPULATION INCREASED 11.5% WHILE THAT OF PUERTO RICO INCREASED BY 18%. IN ADDITION, WHILE 41% OF THE UNITED STATES POPULATION IS 24-YEARS OLD OR LESS, THAT OF PUERTO RICO IS 54%. THUS, THE PRESSURE ON THE PUERTO RICAN SOCIETY TO PROVIDE EDUCATIONAL OPPORTUNITIES IS GREATER THAN THAT AT THE UNITED STATES.
2. ON THE OTHER HAND, THE 1980 AVERAGE FIGURES FOR STATE PER CAPITA PERSONAL INCOME IN THE UNITED STATES AMOUNTED TO $9,458 WHILE IN PUERTO RICO IT AMOUNTED TO $2,934 THE LOWEST AMONG ALL STATES. IN SPITE OF WELL-KNOWN DEVELOPMENT EFFORTS, THE POVERTY GAP BETWEEN PUERTO RICO AND THE POOREST U. S. STATE (MISSISSIPPI) HAS WIDENED BETWEEN 1970 AND 1980. IN 1970 THE PER CAPITA PERSONAL INCOME IN PUERTO RICO WAS $1,884 OR 74% OF THAT INDICATED FOR

Mississippi ($2,547). In 1980 the figure for Puerto Rico was $2,934 or 45% of the amount for Mississippi ($6,508). Puerto Rico, being ranked 27th in population, is ranked 4th in the number of poor. Thus, the people's capacity to pay for educational services is well below what could be expected in the mainland. In addition, our unemployment rate fluctuates around 25% and only 24% of the total population works.

Only 53% of those who work do so for 35 hours a week or more (El Nuevo Día, Feb. 28, 1982). Such strenuous conditions place real constraints on what parents can contribute to the costs of education. Such facts must be considered if a "self-help" approach is to be the basis of the student financial aid programs.

3. As a developing economy with low income levels and with a newly formed industrial and educational establishment, it is too early to expect the growth of philantropy to the point it has reached on the mainland where it plays a significant role in the financing of higher ecucation.

In summary, the increasing pressures resulting from rapid population growth, low income levels of our population, and lack of a philantropic establishment, when contrasted with the needs for a highly skilled, bilingual, well-educated labor force capable of supporting a high-technology industrial economy results in sub-

STANTIAL GAP OF RESOURCES.'

IN SPITE OF THOSE CONSTRAINTS, AND DUE PRIMARILY TO THE VERY PROFESSIONAL ATTITUDES OF FACULTY MEMBERS AND ADMINISTRATORS WHO ARE WILLING TO EDUCATE OUR POPULATION FOR MEAGER SALARIES AND ALSO DUE TO EXISTING FEDERAL PROGRAMS WHICH FACILITATE ACCESS TO HIGHER EDUCATION AND DIRECTLY ASSIST INSTITUTIONAL IMPROVEMENTS, PUERTO RICAN COLLEGES AND UNIVERSITIES HAVE BEEN ABLE TO PROVIDE ACCESS TO EDUCATIONAL OPPORTUNITIES TO THOUSANDS OF STUDENTS WHO COULD NOT HAVE DREAMED OF GAINING ADMISSION TO INSTITUTIONS OF HIGHER EDUCATION. THERE IS NO DOUBT THAT IF EXISTING FEDERAL PROGRAMS WERE ELIMINATED OR FURTHER REDUCED, OVER 60% OF THE POST-SECONDARY STUDENT POPULATION IN PUERTO RICO WOULD DISSAPPEAR, JOINING THE ALREADY UNBEARABLE MASS OF UNEMPLOYED PUERTO RICANS HERE AND IN THE MAINLAND. THE SOCIAL, POLITICAL, ECONOMIC, AND MORAL COSTS OF SUCH A CRISIS WOULD BE FAR GREATER THAN THE PRESENT COSTS OF EDUCATING THE 151,893 STUDENTS CURRENTLY ENROLLED AT INSTITUTIONS OF POST-SECONDARY EDUCATION IN PUERTO RICO. FURTHERMORE, THIS SCENARIO WOULD RESULT IN A DEVASTATING BLOW TO OUR CAPACITY TO DEVELOP THE ECONOMY, CREATE MORE JOBS AND ACHIEVE STANDARDS OF INCOME WHICH WOULD MAKE US LESS DEPENDENT ON FEDERAL FUNDS. NO SOCIETY HAS ACHIEVED THOSE CHANGES WITHOUT PROVIDING STRONG SUPPORTS TO ITS EDUCATIONAL SYSTEM.

I ALSO WANT TO BRING THE DISTINGUISHED COMMITTEE MEMBERS SOME ADDITIONAL DATA ABOUT THE IMPACT OF POST-SECONDARY EDUCATION ON THE ISLAND. EVEN THOUGH THE OFFICIAL OVERALL UNEMPLOYMENT RATE FLUCTUATES AROUND 25% [THE REAL RATE IS ESTIMATED AT OVER 40%], WHEN THE FIGURES ARE ANALYZED IN TERMS OF YEARS OF SCHOOLING, THE

FOLLOWING RESULTS ARE OBTAINED:

TABLE 1

Unemployment by Years of Schooling

YEARS OF SCHOOLING	UNEMPLOYMENT RATE
0	21.8%
1 - 3	26.9%
4 - 6	29.4%
7 - 9	34.2%
10 - 11	35.8%
12	24.6%
13 or +	12.2%

Source: Empleo y Desempleo, March 1983
Labor Department of Puerto Rico

It is very clear that even when having some post-secondary education is not the solution to all our problems there is a critical difference in the probability of obtaining and maintaining a job when you have post-secondary education as opposed to doing that when you do not have such experience.

II. Role of Private Post-secondary Institutions on the Island

Both the Puerto Rican and the United States systems of higher education have developed and supported a mix of public and private institutions which is beneficial for many reasons such as: it

PREVENTS A GOVERNMENT MONOPOLY WITH A POTENTIAL DANGER FOR POLITICAL OR IDEOLOGICAL CONTROL; IT REPRESENTS SUBSTANTIAL SAVINGS TO TAXPAYERS AND SOCIETY IN GENERAL; IT INCREASES THE PROBABILITY OF INNOVATION AND DIVERSITY; AND IT LEADS TO HEALTHY COMPETITION (HOPEFULLY NOT TOO INTENSE TO DEFEAT ITS PURPOSE). THIS HAS BEEN THE CASE IN PUERTO RICO.'

IN 1950 THE UNIVERSITY OF PUERTO RICO WITH ITS TWO CAMPUSES HAD A TOTAL OF 11,000 STUDENTS WHILE FOUR PRIVATE INSTITUTIONS HAD A COMBINED TOTAL OF LESS THAN 2,000 STUDENTS. BY 1982 UPR WITH 11 CAMPUSES HAD A TOTAL OF 51,273 STUDENTS WHILE 30 PRIVATE INSTITUTIONS WITH 53 CAMPUSES HAD A COMBINED TOTAL OF 92,000 STUDENTS OF WHICH 86,559 WHERE ENROLLED IN 8 MAJOR ACCREDITED INSTITUTIONS (INTERAMERICAN, SACRED HEART, CATHOLIC, ANA G. MÉNDEZ, BAYAMÓN CENTRAL, AMERICAN, CARIBBEAN, AND WORLD).

OBVIOUSLY, PRIVATE HIGHER EDUCATION IS PLAYING A SIGNIFICANT ROLE IN THE DEVELOPMENT OF HUMAN RESOURCES ON THE ISLAND.

OF THE 19 MUNICIPALITIES SERVED BY OUR HIGHER EDUCATIONAL SYSTEM, 16 ARE SERVED BY PRIVATE INSTITUTIONS AND 7 OUT OF THE 16 HAVE BOTH PUBLIC AND PRIVATE CENTERS. (SEE APPENDIX A). THIS NETWORK OF COLLEGES AND UNIVERSITIES AROUND THE ISLAND PLACES THE OPPORTUNITY TO STUDY WITHIN COMMUTING DISTANCE OF ALL, AN IMPORTANT CONTRIBUTION OF THE PRESENT SYSTEM.

THE DIVERSITY OF CURRICULAR OFFERINGS IS ANOTHER HEALTHY ASPECT OF THIS SYSTEM IN EFFECT. A LOOK AT TABLE 10 OF THE REPORT, STATISTICS ABOUT POST-SECONDARY EDUCATIONAL INSTITUTIONS IN PUERTO RICO - ACADEMIC YEAR 1981-82, DATED MAY 1982, SHOWS THE BROAD SCOPE OF DEGREE PROGRAMS WHICH EXIST IN RESPONSE TO THE CHANGES IN BOTH

OUR LABOR MARKET AND OUR INDUSTRIAL STRUCTURE.

CERTAINLY MUCH MORE CAN AND MUST BE DONE TO SERVE THE NEEDS OF OUR COMMUNITIES, TO PROMOTE THE HUMANISTIC DEVELOPMENT OF OUR STUDENTS AND TO MEET THE REQUIREMENTS OF THE JOB MARKET. THOUGH THE GROUNDWORK FOR THE FUTURE IMPLEMENTATION OF THESE ACTIVITIES EXISTS, FINANCIAL ASSISTANCE WILL BE NEEDED IN ADDITION TO A BETTER COORDINATED EFFORT AMONG ISLAND INSTITUTIONS TO ENSURE SUCCESS.

BUT THE PUBLIC HIGHER EDUCATION SYSTEM MUST MAINTAIN ITS PLAN FOR MINIMAL ENROLLMENT GROWTH; IT MUST FOCUS MORE ON THE DEVELOPMENT OF ADDITIONAL QUALITY GRADUATE PROGRAMS, RESEARCH, AND ADVANCED TECHNOLOGICAL PROGRAMS WHICH PRIVATE INSTITUTIONS CANNOT AFFORD TO ESTABLISH; AND IT MUST INCREASE ITS INTERACTION WITH THE PRIVATE SECTOR. ONLY THEN WILL OUR HEALTHY MIX BE PRESERVED, ENSURING THEREBY THE ENJOYMENT OF THE RESULTING BENEFITS TO THE PRIVATE SUB-SYSTEM.

THE POSSIBILITY OF DEVELOPING TOP QUALITY PROGRAMS IN THE MAJOR ACCREDITED UNIVERSITIES, ESPECIALLY AMONG THOSE WHO ARE MEMBERS OF THE ASSOCIATION OF UNIVERSITY PRESIDENTS IS EXTREMELY HIGH. WITH PROPER FEDERAL SUPPORT, LOCAL COORDINATION, AND A CONCERTED EFFORT TO SHARE RESOURCES AND EXPERIENCES ON A CONTINUOUS BASIS, THE FEDERAL FUNDS ASSIGNED TO THOSE INSTITUTIONS FOR ACADEMIC DEVELOPMENT WILL HAVE A SUBSTANTIAL MULTIPLIER EFFECT.

III. PROFILE OF THE STUDENT BODY AT AMERICAN COLLEGE OF PUERTO RICO

A. BACKGROUND:

THE MISSION AND OBJECTIVES STATEMENT OF AMERICAN COLLEGE PROMOTES AN OPEN-DOOR ADMISSIONS POLICY. FURTHERMORE, THE TRUSTEES, ADMINISTRATORS, AND FACULTY ARE COMMITTED TO THIS POLICY IN FULL CONVICTION THAT IT CONTRIBUTES TO THE GENERAL WELL-BEING OF THE COMMUNITY. (SEE APPENDIX C FOR BASIC INSTITUTIONAL INFORMATION).

THROUGHOUT THE LAST TWO-AND-A-HALF YEARS, EVERY INSTITUTIONAL RESOURCE HAS BEEN EXAMINED IN VIEW OF THAT POLICY IN AN EFFORT TO FULFILL THE RESPONSIBILITIES THAT POLICY ENTAILS. THE INCREASE IN FACULTY OFFICE HOURS, THE ESTABLISHMENT OF THE TUTORING PROGRAM, THE DEVELOPMENT OF A STRONGER COUNSELING CENTER, DIAGNOSTIC TESTING, AND EXPERIMENTATION WITH VARIOUS APPROACHES TO COMPENSATORY EDUCATION ARE EXAMPLES OF THAT ALL-INCLUSIVE EFFORT.

STUDENT ENROLLMENT GROWTH AT AMERICAN COLLEGE HAS BEEN THE RESULT OF A PHYSICAL AND ACADEMIC DEVELOPMENT PROGRAM INITIATED IN 1976. TO THE EXTENT THAT THE PHYSICAL FACILITIES, HUMAN RESOURCES AND OTHER KEY ELEMENTS OF THE TEACHING/LEARNING PROCESS HAVE BECOME AVAILABLE, THE COLLEGE HAS ATTRACTED AN INCREASING NUMBER OF STUDENTS. TABLE 2 PRESENTS ENROLLMENT FIGURES FOR THE PERIOD BETWEEN ACADEMIC YEARS 1975-76 AND 1982-83, AND ENROLLMENT PROJECTIONS FOR THE NEXT FOUR ACADEMIC YEARS.

THE ABOVE ENROLLMENT PROJECTIONS REFLECT INSTITUTIONAL COMMITMENT TO A TARGET ENROLLMENT LEVEL OF 3,000 STUDENTS IN BAYAMÓN AND 1,500 STUDENTS IN MANATÍ. THESE PROJECTIONS REQUIRE THE COMPLETION OF SEVERAL PHYSICAL DEVELOPMENT PROJECTS IN BAYAMÓN AND MANATÍ.

DATA ON TOWNS OF STUDENT ORIGIN PRESENTED IN THE FOLLOWING TABLE SHOW HOW THE COLLEGE HAS DRAWN AND CONTINUES TO DRAW MOST OF ITS STUDENTS FROM THE AREA BETWEEN ARECIBO AND SAN JUAN. THE AREA SHOWN ON THE MAP IN APPENDIX B IS APPROXIMATELY 30 MILES WIDE AND 20 MILES IN FROM THE COAST WITH 33% OF THE TOTAL ISLAND POPULATION.

TABLE 2

Student Enrollment and Projections*

ACADEMIC YEAR	CAMPUS		TOTAL
	BAYAMON-DORADO	MANATI	
1975-76	401	229	630
1976-77	344	367	711
1977-78	747	488	1,235
1978-79	865	451	1,316
1979-80	1,486	513	1,999
1980-81	1,905	501	2,406
1981-82	2,268	642	2,910
1982-83	2,512	1,006	3,518
1983-84*	2,700	1,100	3,800
1984-85*	2,850	1,150	4,000
1985-86*	3,000	1,250	4,250
1986-87*	3,000	1,500	4,500

B. STUDENT PROFILE

THE TYPICAL STUDENT AT AMERICAN COLLEGE IS YOUNG, OF LIMITED ECONOMIC MEANS, AND DEFICIENT IN MATHEMATICS AND ENGLISH. YET, HE/SHE IS PROFESSIONALLY-ORIENTED, REALIZING THAT A GOOD EDUCATION IS A PREREQUISITE TO A JOB CAPABLE OF IMPROVING HIS/HER ECONOMIC WELL-BEING. HE/SHE ALSO LIKES SPORTS AND MUSIC, VIEWS HIMSELF/HERSELF POSITIVELY, AND DID NOT SEEK COUNSELING SERVICES WHEN IN HIGH SCHOOL. TABLE 3 PROVIDES FURTHER DETAILS.

A REVIEW OF THE DISTRIBUTION OF MALE AND FEMALE STUDENTS REVEALS THAT IN ACADEMIC YEAR 1982-83, THERE WERE 1,545 OR 44% MALE AND 1,973 OR 56% FEMALE STUDENTS. DATA FOR ACADEMIC YEARS 1977-78 AND 1979-80, REVEALED BASICALLY THE SAME DISTRIBUTION, WHICH TENDS TO FLUCTUATE AROUND A 40% MALE/60% FEMALE RATIO.

IN TERMS OF STUDENT ACADEMIC QUALIFICATIONS, THE STUDENT PROFILE SURVEY REVEALED THAT 20% HAD HIGH SCHOOL G.P.A.'S OF 3.0 OR ABOVE; 46% HAD G.P.A.'S BETWEEN 2.5 AND 2.99; 20% HAD BETWEEN 2.0 AND 2.49, AND 14% HAD LESS THAN 2.0. THUS, THE STUDENTS APPEAR TO BE ACADEMICALLY HETEROGENEOUS.

AT THE END OF THE SECOND SEMESTER OF ACADEMIC YEAR 1981-82, 344 STUDENTS OR 12% OF THE TOTAL ENROLLMENT WERE HONOR STUDENTS (G.P.A.'S OF 3.25 OR MORE). AT THAT TIME 14% OF THE STUDENTS WERE PLACED ON PROBATION SINCE THEY DID NOT MEET THE G.P.A. REQUIRED BY THE COLLEGE. AFTER BEING PLACED ON PROBATION, OVER 2% WERE SUSPENDED FOR LACK OF PROGRESS.

RETENTION STATISTICS FOR ACADEMIC YEAR 1981-82 INDICATE THAT OVERALL, THE COLLEGE CURRENTLY RETAINS 77% OF ITS STUDENTS AND READMITS APPROXIMATELY 3%. WHEN COMPARED TO THE 60% RETENTION

TABLE 3

Student Profile

Characteristic	Results
1. Age	51% of the students are in the 17-19 age bracket 20% between 20-21 years old 14% between 22-25 12% between 26-35 3% between 36 +
2. Income Level	37% have annual family incomes below $3,000 29% " " " " between $3,001-$4,800 18% " " " " " $4,801-$6,000 10% " " " " " $6,001-$9,000 4% " " " " " $9,001-$12,000 2% " " " " " $12,001-$15,000 1% " " " " " $15,001- +
3. High School Courses	Most difficult subjects were Mathematics and English; the best grades were in Spanish. Nevertheless, 31% received good grades in Mathematics; 28% did well in English and 24% did so in Science.
4. Objectives	Becoming professionals and more knowledgeable, followed by a desire to improve their economic position.
5. Study Plans	20% intended to transfer to another college after 1 or 2 years of study; 42% wanted a 2-year degree before entering the labor market; 27% wanted to complete a bachelor's degree; 11% wanted to do graduate work.
6. Favorite Activities	Athletics, photography, music, and the theater.
7. Self-image	Describe themselves as friendly, happy, sociable, responsible, reserved, and with a good sense of humor.
8. Five Major Needs	Improve study habits (781 st. - 55%); assistance in methods to attain higher levels of academic achievement (760 st. - 54%); learn about academic programs and services offered by the College (689 st. - 49%); information about job opportunities in my field (609 st. - 43 %); information about the academic requirements of my program (501 st. - 35%).
9. Use of Counselors	Over 60% did not use high school counseling services.

FIGURES FOR 1975-76 AND 63% FIGURES FOR 1977-78, IT IS EVIDENT THAT THE COLLEGE IS IMPROVING IN THIS AREA.

A STUDY OF TOTAL WITHDRAWALS FROM THE COLLEGE REVEALD THEY HAVE FLUCTUATED BETWEEN 8% IN ACADEMIC YEAR 1979-80 AND 6.5% IN ACADEMIC YEAR 1982-83 (FIRST SEMESTER). REASONS FOR WITHDRAWALS VARIED, BUT SOME WERE MORE COMMON: 22% LEFT THE COLLEGE TO GET A JOB; 22% DID SO BECAUSE OF PERSONAL PROBLEMS; 19% LEFT BECAUSE OF SICKNESS; 8% WERE GOING TO LEAVE THE ISLAND; AND 5% HAD TOO MANY ABSENCES. THUS, THERE IS NO PATTERN IN THE REASONS GIVEN WHICH COULD BE ATTRIBUTED TO INSTITUTIONAL NEGLECT. MOREOVER, THE COUNSELING CENTER PROVIDES AN EXIT INTERVIEW TO DETERMINE WHETHER ANYTHING CAN REASONABLE BE DONE TO ASSIST THE STUDENT.

IV. CURRICULAR DEVELOPMENTS AND INSTITUTIONAL PHILOSOPHY

A. BACKGROUND

AS AN INSTITUTION OF HIGHER LEARNING, AMERICAN COLLEGE OF PUERTO RICO SHARES WITH OTHER COLLEGES AND UNIVERSITIES AN EDUCATIONAL PHILOSOPHY DEDICATED TO THE DEVELOPMENT OF THE POTENTIALITIES WITHIN EACH INDIVIDUAL IN SERACH OF ADVANCED KNOWLEDGE AND SELF-FULFILLMENT.

THEREFORE, AMERICAN COLLEGE OPENS ITS DOORS TO ALL HIGH SCHOOL GRADUATES WHO ARE GENUINELY INTERESTED IN A LEARNING EXPEREINCE AT AN INSTITUTION OF HIGHER EDUCATION. IN THIS MANNER, AMERICAN COLLEGE CONTRIBUTES TO THE DEVELOPMENT OF THE INTELLECTUAL AND SPIRITUAL RESOURCES OF OUR COMMUNITY.

STUDENTS AT AMERICAN COLLEGE WILL FIND THAT THE INSTITUTION OFFERS THEM PROGRAMS ESPECIALLY DESIGNED TO MEET SPECIFIC NEEDS OF THE PUERTO RICAN LABOR MARKET. STUDENTS INTERESTED IN OTHER AREAS

OF STUDY WILL FIND THE LIBERAL ARTS AND SCIENCES TRANSFER PROGRAM MORE APPROPRIATE TO THEIR GOALS.

THE CAREER-ORIENTED CURRICULUM AT AMERICAN COLLEGE IS BUILT UPON A LIBERAL AND HUMANISTIC FOUNDATION THAT PROMOTES THE FULL DEVELOPMENT OF THE STUDENT. THIS POLICY SHOULD ALLOW THE STUDENTS TO ACQUIRE THE SKILLS AND KNOWLEDGE NECESSARY FOR THEIR INTEGRATION INTO THE PUERTO RICAN SOCIETY AS PRODUCTIVE MEMBERS. IT SHOULD ALSO ALLOW FOR THEIR PERSONAL AND SOCIAL DEVELOPMENT, MAKING THEM CAPABLE OF CONTRIBUTING TO THE BETTERMENT OF THEIR SOCIETY.

IN ORDER TO ACHIEVE ITS OBJECTIVES, THE CURRICULUM AT AMERICAN COLLEGE OF PUERTO RICO PROVIDES FOR A PROFESSIONAL OR TECHNICAL FORMATION OF BOTH SOCIAL AND PERSONAL SIGNIFICANCE IN LINE WITH THE ECONOMIC AND OCCUPATIONAL NECESSITIES AND REALITIES OF OUR COMMUNITY. MOREOVER, THE PROGRAMS HAVE BEEN DESIGNED WITH THE NECESSARY FLEXIBILITY SO AS TO ALLOW FOR OCCUPATIONAL MOBILITY AND PROFESSIONAL GROWTH.

THE CURRICULUM ATTEMPTS TO PROVIDE FOR A COMPREHENSIVE COVERAGE OF THOSE ACADEMIC FUNDAMENTALS WHICH PROMOTE AND REINFORCE A MEANINGFUL "OPEN DOOR" POLICY BY SATISFYING THE ACADEMIC NEEDS EVIDENT IN MANY OF THE INDIVIDUALS WHO SEEK ADMISSION TO INSTITUTIONS OF HIGHER LEARNING IN PUERTO RICO. WITHIN THIS CONTEXT, THE DEVELOPMENT OF QUANTITATIVE, ORAL AND WRITTEN COMMUNICATION SKILLS ARE PURSUED WITH VIGOR. A DIVERSITY OF TEACHING STRATEGIES ARE BEING EXPLORED TO MEET THE CHARACTERISTICS AND LEARNING NEEDS OF THE STUDENTS.

B. Curricular Offerings

The mission and objectives of American College require a career-oriented curriculum based on a Liberal Arts foundation in order to maintain specialized training within a socially and personally meaningful perspective. Such specialized and/or professional training must be broad enough to allow for job mobility and professional development.

The population growth in Puerto Rico, the increasing demand for higher education opportunities, and the demand for college-trained secretarial and business persons, commit American College to selected modern, quality programs in higher education for the northwesterly regions of Puerto Rico.

An examination of Puerto Rico's manpower needs for the next decade (Governor's Office, Commonwealth of Puerto Rico, 1978) indicates the following:

1. The occupational group of office workers had a considerable growth since it went from 6.9% of the total working (labor) force in 1954 to 12.6% in 1975.
2. Professional and technical personnel increased their participation in the working (labor) force from 4.9% in 1954 to 10.6% in 1975.
3. Office personnel and managers are two of the six most demanded occupational groups on the Island in 1978.
4. By 1985 there will be an even greater demand for office personnel and managers.

An article in the U.S. News & World Report (Nov. 13, 1978) listed secretaries and stenographers as the career group where job growth is expected to be largest by 1985. Accountants, real-estate agents, bookkeepers, personnel and labor relations workers, bank officers, managers, insurance agents, and brokers were also listed among the 25 careers where job growth will be largest by 1985. Other local and mainland reports confirm the above. A quick glance at the jobs advertised in the local newspapers sustains the reported data and confirms that the program offerings of American College are meaningful and correspond to the institutional objectives.

During the last four years American College has offered an Associate of Arts Degree in Liberal Arts, an Associate of Applied Science in Secretarial Studies, and an Associate of Applied Science in Business Administration. During academic year 1978-79, the Institution began offering third-year courses leading to a Bachelor's degree in Business Administration (B.B.A.) with a major in Management. In May 1980 the first senior class was graduated from this program. Data on enrollment and graduates from each program is presented on the following page.

In response to employment opportunities, the College has established new majors in Accounting and Recreational Management and is developing a very up-to-date senior program in Secretarial Sciences.

TABLE 4-1

STUDENT DISTRIBUTION BY ACADEMIC PROGRAM

Year	Arts and Sciences	Business	Secretarial Studies	Total
1975-76	34 (5%)	526 (83%)	70 (11%)	630
1976-77	70 (10%)	424 (60%)	217 (30%)	721
1977-78	198 (16%)	583 (47%)	454 (37%)	1,235
1978-79	250 (19%)	571 (43%)	495 (38%)	1,316
1979-80	391 (20%)	850 (42%)	758 (38%)	1,999
1980-81	521 (22%)	1,019 (42%)	866 (39%)	2,406
1981-82	580 (20%)	1,356 (47%)	974 (33%)	2,910
1982-83	653 (19%)	1,751 (50%)	1,103 (31%).	3,518

TABLE 4-2

GRADUATES FROM AMERICAN COLLEGE OF PUERTO RICO

Academic Year	Arts and Sciences	Asoc. Secr. St.	Asoc. Bus.	Bach. Bus.	Total
1975-76	0	21	60	0	81
1976-77	10	35	67	0	112
1977-78	22	84	51	0	157
1978-79	22	83	55	0	160
1979-80	2	96	40	17	155
1980-81	24	77	69	31	201
1981-82	36	163	71	30	300

V. STUDENT FINANCIAL AID AT AMERICAN COLLEGE

AS A RESULT OF THE EXTREMELY LOW INCOME LEVELS OF THE STUDENT BODY AS DESCRIBED IN TABLE 3, PAGE, 13, OVER 90% OF THE STUDENTS AT AMERICAN COLLEGE DEPEND ON FINANCIAL AID TO STUDY. EVIDENCE OF THOSE LOW INCOME LEVELS IS PROVIDED BY THE PELL GRANT STATISTICS FOR 1981-82 WHICH SHOW THAT 91% OF THE RECIPIENTS HAD AN ELEGIBILITY INDEX BETWEEN 0 AND 350. TABLE 5 ON THE FOLLOWING PAGE DESCRIBES THE AMOUNTS RECEIVED, THEIR DISTRIBUTION, AND THE NUMBER OF RECIPIENTS FOR EACH PROGRAM.

A REDUCTION IN AVAILABLE STUDENT AID, NO MATTER HOW SLIGHT, WOULD REQUIRE ADDITIONAL CONTRIBUTIONS FROM STUDENT'S FAMILIES AND WOULD, UNDOUBTEDLY, DECREASE STUDENT ENROLLMENT SUBSTANTIALLY BECAUSE OF THE IMPOSED ECONOMIC HARDSHIP AT THIS COLLEGE AS WELL AS AT OTHER PRIVATE COLLEGES. IT SHOULD BE KEPT IN MIND THAT PUERTO RICO IS STILL A DEVELOPING COMMUNITY WHERE THE FEDERAL MINIMUM WAGE IS THE MAXIMUM WAGE EARNED IN MOST JOBS AND WHERE THE UNOFFICIAL, YET REAL UNEMPLOYMENT RATE EXCEEDS 40%. OBVIOUSLY, FOR MANY THERE ARE TWO ALTERNATIVES TO BEING IN A POST-SECONDARY INSTITUTION: MIGRATING TO THE U.S.A. OR JOINING THE UNDERGROUND ECONOMY. THE COSTS THAT THE FEDERAL AND STATE GOVERNMENTS SHOULD HAVE TO BEAR WOULD DEFINITELY BE MUCH HIGHER THAN THE AMOUNT NOW SPENT ON STUDENT FINANCIAL AID. ON THE OTHER HAND, THE BENEFITS OF AN EDUCATIONAL EXPERIENCE AT A POST-SECONDARY INSTITUTION HAVE BEEN EVIDENCED BY NUMEROUS RESEARCH STUDIES AND CANNOT BE OVERLOOKED.

TABLE 5

FINANCIAL AID BY PROGRAMS AND STUDENTS BENEFITED

PROGRAM	ACADEMIC YEAR							
	1978-79		1979-80		1980-81		1981-82	
	Funds	Recipients	Funds	Recipients	Funds	Recipients	Funds	Recipients
BEOG (Pell)	$1.4 million	1,440	$2.4 million	2,200	$3.1 million	2,814	$3.5 million	3,195
CWS	$37,000.	45	$50,000.	93	$80,000.	175	$20,000	389
NDSL	$21,000.	38	$30,000.	177	$89,000.	259	$26,811	41
SEOG	$26,000.	85	$62,000.	286	$104,000.	338	$96,210	468
SSIG	$ 6,000.	70	$10,000.	71	$18,000.	162	$13,685	113

Note: Dollar amounts have been rounded.

VI. Follow-up of Students at American College

Section IV showed that local market needs correspond to the programs offered at American College. The College continues to develop and test systematic ways to help students correct their deficiencies in basic skills. Each degree program has undergone a detailed analysis in terms of structure and content. As such, the changes promise to enhance the formation of the students in their areas of interest. The new Title III grant received by the College in April 1983 should have a substantial impact in these efforts.

Data for program evaluation is now regularly being gathered both from current students and graduates. A newly established Office of Planning and Institutional Research will provide more rigorous ways to obtain and analyze such data. In our latest reports, students indicated that 85% were either very satisfied or satisfied with the content of their academic programs. Critical comments on the questionnaires were motivated by the desire to major in fields other than those offered at the College. For example, in the Transfer Program, 19% of the students were unsatisfied. However, it is expected that the revision of the Arts and Sciences curriculum as a realistic transfer program will increase student satisfaction and retention during the two year period of the program.

In the case of alumni, 93% of former students responded they were very satisfied or satisfied with the content of their program.

Another measure for the evaluation of the curriculum is the determination of the achievement of its objectives. The profes-

SIONAL TRAINING PROVIDED BY AMERICAN COLLEGE IS MEANT TO LEAD THE STUDENT INTO THE JOB MARKET OR TO ANOTHER INSTITUTION OF HIGHER EDUCATION FOR FURTHER STUDIES. THE MOST RECENT (1982) FOLLOW-UP STUDY FOR GRADUATES INQUIRED INTO THEIR PRESENT ACTIVITIES AND FOUND THAT:

1. 53% ARE WORKING IN PRIVATE COMPANIES, FEDERAL, COMMONWEALTH, OR MUNICIPAL GOVERNMENT AGENCIES, OR ARE SELF-EMPLOYED.
2. 21% ARE BOTH WORKING AND STUDYING TO COMPLETE A B.A. OR HAVE GONE TO STUDY TOWARDS AN M.B.A.
3. 19% ARE STUDYING AT A COLLEGE OR UNIVERSITY TO COMPLETE A B.A. DEGREE.
4. 7% ARE UNEMPLOYED.

THE ABOVE FINDINGS PROVE THAT THE COLLEGE IS SUCCESSFUL IN PROVIDING STUDENTS WITH A PREPARATION FOR CAREERS AND/OR CONTINUED EDUCATION.

TABLE 4.2 ON PAGE 18 SHOWED THE NUMBER OF STUDENTS WHO HAVE GRADUATED FROM AMERICAN COLLEGE IN THE LAST 7 YEARS. THE IMPACT OF OUR TRANSFER PROGRAM IS STILL VERY SMALL SINCE UNTIL THE CURRENT ACADEMIC YEAR THE COLLEGE LACKED THE RESOURCES TO CREATE NEW COURSES AND DIVERSIFY ITS OFFERINGS, ESPECIALLLY IN THE NATURAL SCIENCES. TO DEVELOP THIS AREA THE COLLEGE SUBMITTED A MISIP PROPOSAL AND IS LOOKING FORWARD TO HEARING FROM THIS PROGRAM REGARDING THE POSSIBILITIES OF OBTAINING THE NEEDED SUPPORT. THE COLLEGE IS SO COMMITTED TO THIS PROJECT THAT IT WILL PROVIDE $450,000 TO BE COMBINED WITH THE $300,000 REQUESTED FROM MISIP. THE TITLE III GRANT JUST RECEIVED WILL ALSO PROVIDE RESOURCES TO DEVELOP A MORE EFFECTIVE TRANSFER PROGRAM WHICH CORRESPONDS TO

THE REQUIREMENTS OF OTHER SENIOR COLLEGES AND UNIVERSITIES AND TO THE INTERESTS OF OUR STUDENTS.

VII. RESULTS OF THE FEDERAL ASSISTANCE PROGRAM AT AMERICAN COLLEGE

UNTIL 1983 AMERICAN COLLEGE OF PUERTO RICO HAD NOT RECEIVED FUNDS OTHER THAN AN URBAN DEVELOPMENT ACTION GRANT OF $565,000 AND THE TITLE IV, STUDENT FINANCIAL AID PROGRAM DESCRIBED IN PAGE 20.

ALTHOUGH THE COLLEGE HAD PREVIOUSLY SUBMITTED TITLE III AND SPECIAL SERVICES PROPOSALS TO THE FEDERAL DEPARTMENT OF EDUCATION, THEY HAD NOT BEEN ACCEPTED FOR FUNDING. AS A RESULT OF A SPECIAL COMPETITION UNDER TITLE III, THE AMERICAN COLLEGE PROPOSAL FOR STRENGTHING DEVELOPING INSTITUTIONS WAS APPROVED FOR FUNDING IN APRIL 1983. THE PROJECT IS BEING ESTABLISHED AND OUR COLLEGE COMMUNITY IS LOOKING FORWARD TO ITS FULL IMPLEMENTATION. IN ADDITION, A SMALL GRANT UNDER TITLE II A IS EXPECTED SOON. THE COLLEGE IS ALSO AWAITING MOST ANXIOUSLY A POSITIVE RESPONSE TO ITS PLANS FOR A COOPERATIVE EDUCATION PROJECT AND A MISIP PROPOSAL SO THAT NEEDED PROGRAMS AND ACTIVITIES CAN BE IMPLEMENTED.

WE MUST EMPHASIZE ONCE MORE THAT IF EXISTING TITLE IV PROGRAMS HAD NOT BEEN AVAILABLE, THOUSANDS OF STUDENTS, WHO HAVE IMPROVED THEIR ACADEMIC SKILLS, FURTHER DEVELOPED THEIR PERSONALITIES, AND ACQUIRED ADDITIONAL KNOWLEDGE, WOULD HAVE BEEN UNABLE TO JOIN THE ACCOUNTANTS, MANAGERS, SECRETARIES, TEACHERS, AND OTHER PROFESSIONALS AND PARA-PROFESSIONALS WHO ARE HELPING OUR ECONOMY TO STRUGGLE THROUGH THIS DEEP RECESSION. EVEN THOSE WHO DID NOT COMPLETE A DEGREE BENEFITED FROM OUR BASIC SKILLS PROGRAMS, COUNSELING

SERVICES, FRIENDSHIP, AND CULTURAL EXPERIENCES THEY WERE EXPOSED TO.

ALTHOUGH IT IS ALMOST IMPOSSIBLE TO MEASURE SUCH BENEFITS, THEY ARE REAL AND HAVE SOME INPUT INTO THE PROCESS OF BETTERING OUR SOCIETY.

VIII. RECOMMENDATIONS FOR AMENDED AND EXPANDED FEDERAL PROGRAMS

WE HAVE ATTEMPTED TO EVIDENCE THE IMPORTANCE OF EXISTING FEDERAL PROGRAMS WHICH SUPPORT POST-SECONDARY EDUCATION. OUR STUDENTS DESERVE THE OPPORTUNITY TO DEVELOP THEMSELVES BOTH PERSONALLY AND OCCUPATIONALLY. THEY CAN DO THIS ONLY BECAUSE EXISTING TITLE IV PROGRAMS HAVE REMAINED AT A THRESHOLD LEVEL AND WE HAVE KEPT COSTS AT A MINIMUM. HOWEVER, LOW TUITION, NO PHILANTHROPY, AND SCARCE DIRECT INSTITUTIONAL GRANTS CAN ONLY LEAD TO MEDIOCRITY. THUS, WE MUST FIND A WAY OTHER THAN SUBSISTANCE WAGES TO DEVELOP THE RESERVES WHICH EVENTUALLY GO TO FINANCE NEW BUILDINGS, NEW PROGRAMS, TEACHING STRATEGIES, AND ADDITIONAL PERSONNEL.

SINCE PRIVATE INSTITUTIONS NEED ADDITIONAL FACILITIES, LABORATORIES, MODERN AND EXPENSIVE EQUIPMENT, COMPUTERS, ETC., TO EFFECTIVELY EDUCATE THEIR STUDENTS, WE URGE SUBSTANTIAL FUNDING FOR TITLE VII.

THE NEED TO EXPAND AND FULLY SUPPORT PROGRAMS SUCH AS TITLE III, TRIO, MISIP, COOPERATIVE EDUCATION, AND TITLE II (LIBRARY RESOURCES) CANNOT BE OVEREMPHASIZED. THESE PROGRAMS ALLOW INSTITUTIONS SUCH AS AMERICAN COLLEGE TO CONCENTRATE ON QUALITY THUS MOVING CLOSER TO EXCELLENCE.

IF EXISTING TITLE IV PROGRAMS REMAIN AND PELL GRANTS ARE INCREASED TO KEEP UP WITH INFLATION, THE BARRIERS TO POST-SECON-

DARY EDUCATION WILL REMAIN REASONABLY LOW, ENSURING THEREBY THE LEGISLATIVE INTENT TO PROVIDE ACCESS TO ALL WHO CAN BENEFIT FROM HIGHER EDUCATION.

BUT WE MUST GO BEYOND ACCESS. WE MUST ASK: ACCESS TO WHAT? TO MEDIOCRITY? TO LACK OF RESOURCES TO CORRECT PREVIOUS DEFICIENCIES? TO LACK OF PERSONNEL TO DEAL WITH THE PERSONAL CONCERNS AND PROBLEMS WHICH DEVELOP AS A RESULT OF LIVING IN POVERTY AND CULTURAL DEPRIVATION? TO LACK OF TEACHING RESOURCES AND WELL-EQUIPED FACILITIES NEEDED IN TRAINING FOR EXISTING JOB OPPORTUNITIES?

THUS, IT IS NOW URGENT THAT WE FOCUS ON QUALITY AND FIND WAYS WHEREBY PRIVATE INSTITUTIONS CAN REACH AN OPTIMUM SIZE AND CAN STABILIZE TO CONCENTRATE ON QUALITY. TO DO THAT, THEY MUST BE FREE FROM THE NEED TO FALL IN THE TRAP OF HAVING TO GROW TO GET MORE TUITION INCOME WHICH GRADUALLY LEADS TO A NEED FOR MORE PHYSICAL FACILITIES, STAFF, ETC., WHICH IN TURN LEADS TO A PRESSURE TO ADMIT EVEN MORE STUDENTS REGARDLESS OF THEIR CHANCES OF SUCCEEDING.

SPECIFICALLY THE FOLLOWING STEPS SHOULD BE TAKEN:

1. THE TITLE II FUNDS FOR THE DEVELOPMENT OF LIBRARIES MUST BE INCREASED. IN PUERTO RICO, MOST OF OUR COLLEGES NEEDS FUNDS TO ACQUIRE BASIC COLLECTIONS TO RESPOND TO THE NEEDS OF FIRST GENERATION COLLEGE STUDENTS. VERY FEW, IF ANY OF OUR LIBRARIES, MEET ALA STANDARDS. THERE ARE FEW PUBLIC LIABRARIES IN PUERTO RICO AND THEY SUFFER FROM LIMITED AND OUTDATED COLLECTIONS SO OUR COLLEGE

LIBRARIES SERVE AS COMMUNITY OR "PUBLIC" LIBRARIES. ONE WAY TO ASSIGN FUNDS COULD BE BASED ON A FORMULA WHICH WOULD TAKE INTO ACCOUNT THE GAPS BETWEEN LIBRARY STANDARDS AND THE PARTICULAR NEEDS OF EACH COLLEGE LIBRARY COLLECTION.

2. THE MISIP PROGRAMS MUST RECEIVE INCREASING SUPPORT AND THEY MUST ALSO HAVE MORE FUNDS ASSIGNED TO FURTHER SCIENTIFIC LITERACY AMONG NON-SCIENCE MAJORS. IF NOT, WE ARE GOING TO CONTINUE MOVING TOWARDS A SPLIT SOCIETY (WHETHER RACIAL MINORITY OR NOT) MADE UP OF AN ELITE WHO ARE LITERATE IN SCIENCE, COMPUTERS, ADVANCED TECHNOLOGY, ETC., AND A MAJORITY WHO ARE ONLY LITERATE IN YESTERDAY'S SKILLS AND KNOWLEDGE.
3. THE BILINGUAL EDUCATION PROGRAM MUST FOCUS ON PUERTO RICO, WHERE NEW AND INNOVATIVE PROGRAMS AND RESOURCES ARE NEEDED TO DEAL WITH THE LACK OF COMMUNICATIVE COMPETENCIES IN ENGLISH AMONG OUR COLLEGE STUDENTS. THE INCREASE OF THE NON-ENGLISH SPEAKING POPULATION IN THE USA SHOULD SIGNAL THE NEED FOR SPECIAL PROGRAMS GEARED TO THIS END.
4. THE TRIO PROGRAMS IN GENERAL AND SPECIAL SERVICES IN PARTICULAR MUST BE FUNDED TO

allow for new and continuing programs. As was stated by another educator, most if not all of our students need remedial education and these programs do address the needs of those students.

5. Title III is probably the best and most helpful program in existence because it allows institutions to design for themselves what they need and want. This program is and will continue to be critical for us in Puerto Rico. The action taken by Congress which led to a special competition for Hispanic institutions deserves further study as a permanent way to provide for adequate funding for our institutions.

Concerning the above areas and suggestions, the following is crucial to higher education: Institutions which produce teaching materials, modules, etc., with Federal funds must be required to share at petitioner's cost what they produce. We would thereby avoid the waste of time involved in having to continuously "rediscover the wheel" which is what now occurs.

We conclude this topic by emphasizing the need for special funds to foster experimentation and innovation in developing diverse teaching strategies and to increase use of educational techonology.

IX. Cooperation with Secondary Schools

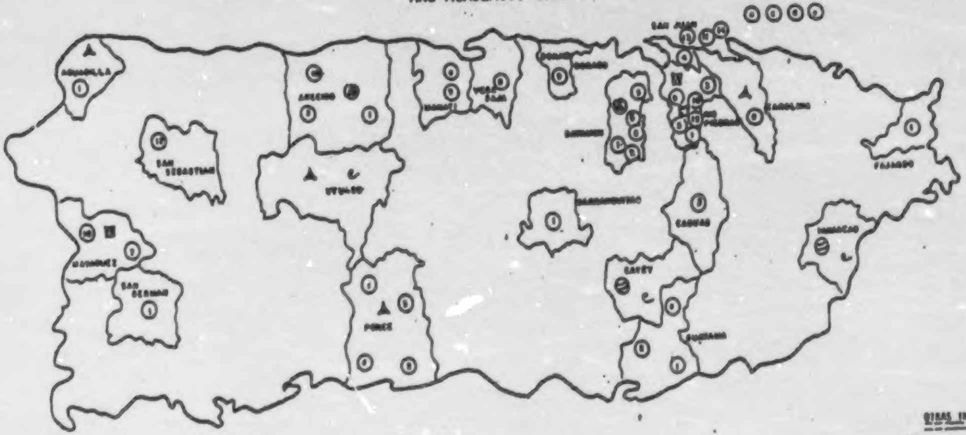
Both public and private high schools on the Island have been helpful in facilitating access to our counselors for orientation about the program and services available at ACPR.

The College is also concerned about ways to help our high schools within our limited resources. We have organized workshops, clinics, and conferences for high school teachers and administrators, services we plan to expand.

In closing, I most respectfully request that you carefully evaluate all the presentations made before this committee regarding Federal support for higher education in Puerto Rican institutions serving a minority population desiring to develop their potential as productive members of our society.

I, thus, thank you for the opportunity to express the ideas and concerns of our College community.

INSTITUCIONES DE EDUCACION POST-SECUNDARIA PUBLICAS Y PRIVADAS ACREDITADAS POR EL CONSEJO DE EDUCACION SUPERIOR EN PUERTO RICO
AÑO ACADÉMICO 1981-82


SAN JUAN
AGUADILLA
SAN SEBASTIAN
ARECIBO
UTUADO
MANATI
VEGA BAJA
DORADO
BAYAMON
RIO PIEDRAS
CAROLINA
FAJARDO
BARRANQUITAS
CAGUAS
CAYEY
HUMACAO
GUAYAMA
MAYAGUEZ
SAN GERMAN
PONCE

UNIVERSIDAD DE PUERTO RICO

- ▣ Recintos con Programas Graduados y Programas de Bachillerato.
- ⊜ Colegios Universitarios con Programas de Cuatro Años.
- ◉ Colegio Universitarios con Programas de Cuatro Años orientados hacia la Tecnología.
- ▲ Colegios Regionales con Programas de Dos Años.

INSTITUCIONES PRIVADAS ACREDITADAS

- ① Universidad Interamericana
- ② Universidad Católica
- ③ Fundación Educativa Ana G. Méndez
- ④ Universidad Sagrado Corazón
- ⑤ Universidad Mundial
- ⑥ Universidad Central de Bayamón
- ⑦ Antillian College
- ⑧ Caribbean University College
- ⑨ American College of P. R.
- ⑩ Inst. Com. de Puerto Rico-JR. College
- ⑪ New York University
- ⑫ Electronic Data Processing College
- ⑬ Ramírez College of Business & Technology
- ⑭ Centro Caribeño de Estudios Post-Graduados

OTRAS INSTITUCIONES PUBLICAS

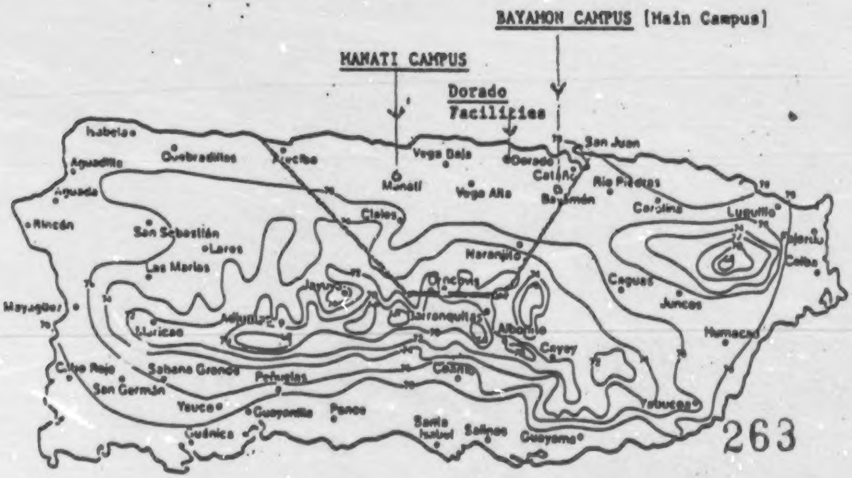
- ⓐ Instituto Tecnológico D.I.P.
- ⓑ Conservatorio de Música
- ⓒ Escuela de Artes Plásticas
- ⓓ Colegio Tecnológico de San Juan
- ⓔ Escuela de Administración Hotelera

Enero de 1982

Fuente de Información: UPR, Oficina Central de Planificación, Area de Sistemas de Información, Sección de Estadísticas.

APPENDIX B

GEOGRAPHICAL REGION SERVED BY AMERICAN COLLEGE



BAYAMON CAMPUS (Main Campus)

MANATI CAMPUS

Dorado Facilities

Isabela
Aguadilla
Quebradillas
Arecibo
Vega Baja
Dorado
San Juan
Cataño
Manatí
Vega Alta
Bayamón
Río Piedras
Aguada
Carolina
Luquillo
Rincón
Ciales
San Sebastián
Lares
Fajardo
Naranjito
Ceiba
Las Marías
Jayuya
Comerío
Caguas
Juncos
Mayagüez
Adjuntas
Barranquitas
Aibonito
Maricao
Humacao
Cayey
Cabo Rojo
Sabana Grande
Peñuelas
Cidra
San Germán
Yabucoa
Yauco
Guayanilla
Ponce
Santa Isabel
Salinas
Guayama
Guánica

APPENDIX C

I. BACKGROUND INFORMATION

American College of Puerto Rico is a private, non-profit, coeducational, non-sectarian institution of higher education. The College has its main campus located in Bayamón, a branch campus in Manatí and an extension center in Dorado. It was established in 1963 as a non-collegiate, post-secondary institution offering diploma programs in Business Administration and Secretarial Studies. In 1973 it redesigned its academic programs as college-level offerings and the corresponding instructional and administrative staff members were recruited. In February 1977 the Middle States Association granted it the Candidate Status.

American College is governed and controlled by a self-perpetuating, nine-member Board of Trustees. The Board is responsible for overall institutional policies as exercised in the selection and appointment of the College President, the formulation of personnel and financial policies, approval of academic programs, and long-and-short-range planning.

The mission and objectives of American College of Puerto Rico require a career-oriented curriculum based on a Liberal Arts foundation in order to maintain its specialized training within a socially and personally meaningful perspective. According to this career-oriented perspective, the College offers the following programs: the Associate of Arts Degree in Liberal Arts and Sciences (this program is primarily a transfer program), the Associate of Applied Science in Business Administration, the Associate of Applied Science in Secretarial Science, and the Bachelor's degree in Business Administration.

There were 3,518 students enrolled at American College of Puerto Rico in August 1983. They were taught by a 138 faculty members of which 59 were full-time and 79 were part-time.

The College has gone through a process of continuous growth and development both quantitatively and qualitatively as a result of which in 1982, it received the accreditation of the Middle States Association, the Council on Higher Education of Puerto Rico, and the Association of Independent Colleges and Schools.

Mr. CORRADA. Now we will hear from Ronald Duncan, director of planning and development of the University of the Sacred Heart. Please proceed with your testimony.

STATEMENT OF RONALD DUNCAN, DIRECTOR OF PLANNING AND DEVELOPMENT, UNIVERSITY OF THE SACRED HEART, SAN JUAN, PUERTO RICO

Mr. DUNCAN. Thank you, Mr. Chairman.

I would like to request that the full text of the submitted written testimony be incorporated in the record of these proceedings.

Mr. CORRADA. Without objection, it is so ordered.

Mr. DUNCAN. Thank you.

It is a pleasure for me to be here today to discuss with the committee some of the concerns of the University of the Sacred Heart and other private institutions in Puerto Rico.

Dr. Pedro Gonzalez-Ramos, the president of the institution, was unable to be here and asked that I represent him in the proceedings.

In accordance with Mr. Simon's written request in terms of topics to be touched on, I would like to discuss some specific points that are outlined in the written testimony which was received earlier.

The private postsecondary education in Puerto Rico has a very different role from that associated with its counterpart on the mainland. The social responsibility for educating the low-skilled, nontraditional students in Puerto Rico is in the hands of the private institutions, by and large. This is a great responsibility because many of those students come to us with academic deficiencies even greater than those being encountered at the present time on the mainland.

The academic problems of these students are combined with their continuing financial problems that frequently lead to high dropout rates. One out of four entering students drops out by the end of the first year, and fewer than 1 in 4 graduate. This means that the private institutions have to invest a considerable amount of their resources in remediating academic deficiencies.

At the same time, at the present, private institutions have high expenses involved in curriculum revision. The academic tradition of Sacred Heart and most private institutions in Puerto Rico has been in the liberal arts, but the new generation of students that has arrived over the last 10 years is demanding professional, technical, and scientific programs, all of which are expensive and require investments in equipment, facilities, and faculty. The double-barreled impact of having to deal with the high costs of remediation and the high costs of professional/technical/scientific programs represents a real challenge for the private institution.

Federal programs have played a major role in the development of postsecondary education in Puerto Rico over the last decade, and has facilitated dealing with particular problems that we confront on the island, especially the Pell grant, college work-study program, title III, TRIO programs, science education, and the low-interest loan programs. Student financial aid programs have definitely been the most successful. During the fall semester of 1982 at the University of the Sacred Heart, 68 percent of our students received assistance from the Pell grant program. Many of those students also participated in the college work-study program. These are the most important programs to the continued strength of our institutions and to the continued access of Puerto Rican students to higher education.

The TRIO programs have been extremely important because of the need for remediation among our students. Over half—58 percent—of all entering students at Sacred Heart score low on at least one area of the college board exams and require a remedial course during their first year. Twenty-five percent of those entering students received specialized help under the special services program this last year.

The title III program has also been important in the development of our institution in recent years, although, at present, we do not have a grant under that program. The attempt last year to set up longer term grants was laudable because it permits better financial and programmatic planning. However, we disagree with the policy that permitted grants to large established institutions when smaller, financially starved institutions were frequently denied participation.

The low-interest loan programs for construction of university facilities are crucial for developing private institutions such as ours which have little or no endowment and little leverage for obtaining large donations from private sources. Such loans have facilitated construction of the residence dormitory at Sacred Heart, the library, and the student center and sports complex. Given the marked growth in enrollments over the last decade, further assistance is needed at the present time from these programs to continue offering the services to students.

Based on these comments, there are six specific recommendations that we would like to make to the subcommittee for its consideration.

One is to continue strong support for student financial assistance, especially the Pell grant and the college work-study program. Since these are the most important programs to guarantee the access of low-income Puerto Rican students to higher education, we recommend strong continued support.

Two, to maintain and increase the funding levels for TRIO programs. The special services and Upward Bound programs offer much needed assistance for skills development among Puerto Rican students which increases their access to and retention in postsecondary education.

Three, to reevaluate the funding priorities of title III to emphasize the institutional needs of underfinanced, private institutions. Current funding policies which permit the participation of large, well-financed institutions seem to violate the tradition of Federal assistance to institutions under title III.

Four, strengthen science education programs. Curricular development in science and mathematics and laboratory renewal are crucial needs at the present time in private higher education in Puerto Rico. We strongly recommend any initiative that can reinforce this area.

Five, establish tax incentives for U.S. private industry operating in Puerto Rico to give to Puerto Rican institutions, because increased private giving at this time is a crucial component for the future development of these institutions.

Six, strengthen the low-interest loan programs for construction of postsecondary educational facilities in Puerto Rico. Since Puerto Rico has special needs for providing new and expanded physical facilities to accommodate the enrollment growth of the last decade, we recommend that special consideration be given to providing funding for these programs that deal particularly with high-growth areas.

Thank you for your attention to these comments and recommendations. The access to Puerto Rican students to postsecondary education depends on the continued strength of Federal assistance to higher education, and we hope that you will maintain and improve the programs that are the vehicles of this assistance.

Mr. CORRADA. Thank you very much, Mr. Duncan, for your statement.

[The prepared statement of Dr. Pedro Gonzalez-Ramos follows:]

PREPARED STATEMENT OF DR. PEDRO GONZÁLEZ-RAMOS, SAN JUAN, PUERTO RICO, PRESIDENT OF THE UNIVERSITY OF THE SACRED HEART

Honorable Paul Simon, chairman of the House Subcommittee on Postsecondary Education, Honorable Baltasar Corrada del Río, Resident Commissioner of Puerto Rico, Honorable Roberto García, Congressman from New York, Honorable Pat Williams, Congressman from Montana, ladies and gentlemen, it is a pleasure for me to be here today to comment on Hispanic Access to Higher Education in Puerto Rico. I will be speaking primarily in terms of private higher education and in particular about the University of the Sacred Heart of which I am President.

Sacred Heart had its origins in an all girls elementary school that was founded by the Sisters of the Sacred Heart in San Juan in 1880. By the turn of the century a full 12 year program was operating, and in 1935 a college level program was established. The University was originally founded as an educational center oriented toward the religious and cultural formation of young women from well-to-do families.

In 1970 the Sisters of the Sacred Heart passed the ownership and the governance of the University to a lay Board of Trustees which currently oversees it. That led to a change from a women's college with an emphasis in the humanities to a coeducational institution with students from all socio-economic classes, offering a wide range of professional and technical career programs in addition to the traditional disciplines. In 1976 the Board of Trustees authorized to change the name from the College of the Sacred Heart to the University of the Sacred Heart.

The mission of Sacred Heart is to provide higher education in the environment of a private, non-profit, Catholic institution. General education constitutes a fundamental part of the curriculum, but scientific, professional, and technical programs are currently favored by students as majors. Through this combination of general education and specialized training the University provides the highest quality university education possible for the young men and women of Puerto Rico, including occupational, social, cultural and spiritual aspects. The University is primarily devoted to meeting the needs of traditional and non-traditional students from the San Juan Metropolitan area although students are also drawn from other parts of the island and from foreign countries. The University maintains an educational setting conducive to academic excellence and to the development of personal and civic responsibility in the student, as well as moral, aesthetic, and Christian values.

In accordance with Mr. Simon's written request I would like to touch on a series of specific points relating to Sacred Heart and higher education in Puerto Rico.

1. The role of a private university in postsecondary education in Puerto Rico. Private postsecondary education in Puerto Rico has a very different role from that associated with its counterpart on the mainland. Our students are primarily drawn from lower socio-economic groups, and they tend to be students who are less prepared academically. High School graduates who are most highly qualified academically tend to go to institutions in the U.S. or to the public university.

The introduction of the Pell Grant Program in 1974 offered the opportunity for tens of thousands of students in Puerto Rico to attend university who could not have done so otherwise for financial reasons. In 1974 there were 94,000 students in all postsecondary education in Puerto Rico, 52,000 in the public sector and 42,000 in the private sector. Over the last nine years enrollments in the public university have remained stable while enrollments in private institutions have doubled to 80,000. Enrollments at Sacred Heart have grown faster than at any other major institution, increasing from 2,770 in 1974 to 7,275 in 1982, a rate of almost 200%.

The social responsibility for educating the low skilled, non-traditional students in Puerto Rico is in the hands of the private institutions. This responsibility is compounded by the fact that many arrive with serious academic deficiences. For example, only 40% of Puerto Rico students graduate from high school in comparison with 75% on the mainland. Of the 28,000 plus high school students who took the College Board exams in November, 1982 only 10.7% had a verbal score of 600 or higher needed to enter the better institutions in the U.S. and only 16% scored that high in math. Over 63% had low (below 450) verbal scores, and over 61% scored low in math.

The academic problems of these students are combined with continuing financial problems that lead to high drop-out rates. One out of four entering students drops out by the end of the first year, and fewer than one in four graduate. This means that the private institutions have to invest a considerable amount of their resources in remediating academic deficiencies.

At the same time private institutions are incurring heavy expenses involved with curriculum revision and development. The academic tradition of Sacred Heart and most private institutions in Puerto Rico is in the liberal arts, but the new generation of students that has arrived over the last ten years is demanding professional, technical, and scientific programs, all of which require substantial investments in equipment, facilities, and faculty to provide high quality programs. The double-barreled impact of having to deal with the high costs of remediation and the high costs of professional/technical/scientific programs represents a real challenge for the private institution.

2. Profile of the student body of the University of the Sacred Heart.

At Sacred Heart we combine the committment of serving students from all socio-economic levels with an emphasis on excellence. Most Sacred Heart students come from families with subsistence-level incomes and no margin of surplus income to invest in education. In the first semester of 1981, approximately 81 percent of the students qualified for and received some kind of financial aid, primarily form the Pell Grant. That figure has remained basically stable over the last five years.

The University has a long-established policy of equal opportunity of access and treatment to a broad cross-section of population groups, including members of various ethnic, religious, and national groups, women, the aged, and the handicapped. A survey among new students during the first semester of the 1981-82 academic year indicated the following characteristics:

1. 63% are women and 37% men.
2. 72% come from the San Juan Metropolitan Area.
3. The high school grade point average is 2.65 in a scale of 4.00.
4. 71% enter the regular day program; 12% in a special afternoon program; and 17% in the night and Saturday program.
5. 76% enter directly from high school; 21% transfer from other colleges or universities; and the others are transitory.
6. 25% come from private high schools.
7. Preferred academic departments were Natural Science, Business Administration, and Communication.

In keeping with the emphasis on excellence, admission standards to the regular day program were revised upward in 1979, 1980, and 1983. Students that show promise but who do not fully meet the regular admission standards are admitted to a special afternoon program which gives them an opportunity to improve their basic skills. Admission standards at Sacred Heart are the highest of the private, postsecondary institutions on the island, and our students also rank higher on College Board Scores than is the average for Puerto Rico.

TABLE I

COMPARISON OF COLLEGE BOARD SCORES
U.S.H. AND PUERTO RICO, 1981

Unit / Score	Verbal	Mathematics	English
U.S.H.	497	502	456
Average for Puerto Rico	472	483	435

The age range of students primarily conforms to that of the traditional university student (17-21). In 1978-79, 96 percent of the entering students were from this traditional age group. In an effort to provide educational service to greater numbers of non-traditional students, the University is strengthening and expanding its evening and Saturday classes.

3. Cooperative efforts with private industry.

Local business leaders play an important role on the Board of Trustees of Sacred Heart, and their experience and recommendations have helped maintain close ties with private industry. For example, when we established a new Department of Communication in 1981 various business leaders in that field oriented us on the design of the new program to insure that the new curriculum would correlate with state of the art practices in the industry.

Arrangements have also been made with various companies to allow students to work in order to gain experience in the field before they graduate. In like manner contacts have been made with pharmaceutical companies to request financial assistance for the natural sciences. We are actively interested in establishing further, continuing relationships with private industry, so that we can insure that our curricular designs correspond to needs in the workplace and to encourage private industry to assist us as we train their future employees.

We have encountered difficulty in obtaining financial assistance from private industry, and we have found that contributions from that source do not replace the federal funds that have been lost over the last two years. Since most large companies in Puerto Rico operate under tax-exemption programs, there is little or no tax incentive for them to make contributions to institutions such as ours.

Neither do most private foundations in the U.S. give to institutions in Puerto Rico. Many foundations have a policy of limiting their contributions to the U.S. mainland, and others limit their giving to institutions in the region of their headquarters or primary manufacturing plants. In the last 5 years the private colleges and universities of Puerto Rico have received fewer than 20 grants from private foundations, and many of those have been in the small grant range of $1,000 to $10,00. Neither private industry, nor philanthropic institutions, have been noted for their support of private higher education in Puerto Rico.

4. Success or failure of current federal programs.

Federal programs have played a major role in the development of postsecondary education in Puerto Rico over the last decade, especially the Pell Grant, College Work Study, Title III, the TRIO Programs, science education programs, and low interest loan programs for construction. Student financial aid programs have been very successful. As mentioned earlier, the enrollments in higher education have grown by 40,000 students since the introduction of the Pell Grant, and most of that growth is directly attributable to that program. During the fall semester, 1982, 4,955 (68%) of the students at Sacred Heart received assistance from the Pell Grant, and 763 (including many who also received the Pell Grant) participated in the College Work Study Program. These are the most critical programs for the continued strength of our institution and to the continued access of Puerto Rican students to higher education.

The TRIO Programs are also important because of the need for remediation among our students. Over half (58%) of all entering students score low on at least one of the College Board exams and require a remedial course during their first year. Because of the intensive, individualized nature of these courses they are more costly than regular courses. The administrative and academic cost per section of a remedial course is $1,755. beyond the tuition generated by the section, compared to $105 per section for an average section of a regular course. The Special Services and Upward Bound Programs provide important assistance to the institution to offset these costs and develop stronger programs to help the student with low academic skills. Last year 550 (25%) of the entering students received specialized assistance from the Special Services Program in addition to the regular remedial program of the institution.

The Title III Program has been very important in the development of our institution in recent years although we do not presently have a grant under that Program. The attempt last year to set up longer term grants was laudable because it permits better financial and programatic planning. However, the current funding policies discriminate against Hispanic institutions, particularly private ones which tend to have the greatest needs. Over one-third of Title III funds go to Historically Black Institutions in a special set-aside which virtually guarantees their participation in the Program. On the other hand, the liberalized eligibility requirements permit the participation of large, established, well-financed institutions, including many publicly supported ones, when small, under-financed, developing institutions were denied participation. Most of the Title III grants to Hispanic institutions in the 1982 competition were made to two year institutions which is detrimental to the access of Hispanic students to full four year postsecondary programs.

Science education programs have been especially important to Puerto Rico in the past because of the importance of science-related high technology industry on the island. The elimination of funding for these programs has been a serious blow to curricular development, to faculty training, and to modernizing laboratories.

The low interest loan programs for construction of university facilities are crucial for developing, private institutions which have little or no endowment and little leverage for obtaining large donations from private sources. Such loans have facilitated the construction of the residence dormitory at Sacred Heart, the Library, and the Student Center and Sports Complex. Given the marked growth in enrollments over the last decade, further assistance is needed at the present time from these programs.

5. Recommendations for federal programs.

Based on my previous comments, I would like to make six recommendations for consideration by this Subcommittee:

A. Continue strong support for student financial assistance, especially the Pell Grant and College Work Study. The families of the 68% of our students who received assistance from the Pell Grant have little discretionary income to increase their contribution under that Program. Any rule that would significantly increase the family contribution could cause hundreds of our students to drop out of school because of not having the resources for the required increase. Since these are the most important programs to guarantee the access of low-income Puerto Rican students to higher education, I strongly recommend continued support.

B. Maintain and increase funding levels for TRIO Programs. The Special Services and Upward Bound Programs offer much needed assistance for basic skills development among Puerto Rican students, which increases their access to and retention in postsecondary institutions.

C. Re-evaluate the funding priorities of Title III to emphasize the institutional needs of underfinanced, private institutions. Current funding policies permit the participation of large, well-financed institutions while many smaller, underfinanced institutions are not funded. That situation seems to violate the tradition of federal assistance to institutions through Title III.

D. Strengthen science education programs.

Curricular development in science and mathematics and laboratory renewal are crucial needs at the present time in private higher education in Puerto Rico. I strongly support any initiative that can re-inforce this area.

E. Establish federal tax incentives for U.S. private industry operating in Puerto Rico to stimulate donations to Puerto Rican institutions. Increased private support to postsecondary institutions in Puerto Rico is a crucial component to their future development. The federal government could foster private philanthropy by considering that issue in tax laws regulating these companies.

F. Strengthen low interest loan programs for construction of postsecondary educational facilities in Puerto Rico. Since Puerto Rico has special needs for providing new and expanded physical facilities to accommodate enrollment growth of the last decade, we recommend that special consideration be given to providing additional funding for low interest construction loans. The programs that could be strengthen for this purpose are the College Housing Program of the U.S. Department of Education and the UDAG Program of the Department of Housing and Urban Development.

Thank you for your attention to these comments and recommendations. The access of Puerto Rican students to postsecondary education depends on the continued strength of federal assistance to higher education, and we hope that you will maintain and improve the programs that are the vehicles of this assistance.

Mr. CORRADA. We appreciate, of course, both of you testifying today. We have a few questions for you.

In addition to the Pell grants and the guaranteed student loan program, the work-study program, and SEOG, which are fundamentally student aid programs that benefit the institution but are in fact tailored in such a way that they go to the individual student through the university, could each of you tell us which other of these Federal programs under the Federal Higher Education Act you have received? Which other programs have you benefited from so far, and in what way have you utilized those funds?

Mr. RIVERA. First of all, American College is a fairly young institution, and we have had for the past 10 years or so access to title IV programs and student financial aid. Although we have submitted some proposals for title III and special services programs, we have never received approval. It is a very small institution, and we didn't have the capability for data gathering and analyses that are generally needed to support a quality proposal.

Luckily, last year, since we have been through the reaccreditation process, we went into a very indepth self-study to meet accrediting agency standards. We did gather a fantastic amount of data that helped us to develop a 5-year development plan, which beautifully linked into the title III proposal. That being our really first proposal, we were one of the few lucky ones who got one that started just this April. We are really looking forward, like I said, to that project.

Mr. CORRADA. Basically, what do you intend to do with those moneys? How much is the grant for?

Mr. RIVERA. The grant total is $288,000 for an 18-month period, renewed for another 1-year period. Hopefully, we will be getting the same amount of money.

We are putting most of that money into some development of support projects for the academic area. Like all of the other institutions that have testified here in the private sector, we are an open-door institution. We get students from all sorts of backgrounds and academic skill levels, like we indicated on one of our tables. And we are getting students who have great deficiencies in math and English.

One of our concerns is the fact that the way we have traditionally been teaching students, which is the same way they are being taught for 12 years—I mean they sit there in classrooms with 35 students, the teacher stands in front of them and, for 3 hours, they lecture, they maybe raise a couple of questions, and that is the end of the class. If there is anything less attractive than that, I would like to know what it is.

So we are interested at our college to see if we can develop alternative strategies, combine different means, like computer-assisted instruction, individualized learning packages, combining large lecture rooms with small discussion groups, and doing a number of experiments to see what can work with this group of students.

So the bulk of our program would be dedicated to having the faculty develop modules and improved curriculum, revise and update course content, develop closer ties with industry and with professional groups, to make sure that the skills that we develop in our students will meet the needs of the labor market. That is the main focus of our program.

I must say something. I was sad that the only activity that was cut out from the title III program happened to be the one that we were also very interested, in guidance and counseling. They had a very peculiar way of classifying of what we were asking for as expansionary and not developmental. We were proposing to get some specialized people tied to the counseling center for career placement and career orientation. I was very sad to see that knocked out of the proposal because I think that it links perfectly into what we were trying to do. This concept in title III of expansionary versus developmental is a very subjective distinction, and I wish that there was something that could be done to deal with that type of project. It would really help us a lot.

A further comment on other programs, we don't have any other programs. We have applied for this library grants. They come to about $800. We must have spent about maybe that equivalent in hours working and putting the proposal together, so I don't know how much the net benefit from that grant will be, maybe less than $1,000. But anyway, we are getting something.

We applied for a MISIP program. The feedback that I am getting is also something that I am concerned with. MISIP is very interested in developing programs for allowing minority groups to go into science careers, which is a very important program. It sounds like, since our institution does not have a bachelor degree program in science and such, that that will make our case weak. I think that is a very dangerous role because it could be forcing us to establish a science program when, in fact, what we should be doing is developing a solid foundation for these students to correct their deficiencies, meet new ways of learning science, and transferring to institutions that have a very solid science program and who happen to be—this pyramid structure we have. We have a lot of students at the first and second-year levels. The third and fourth year are less students. It is most expensive because, through the filtering process, less students move along. So 3- and 4-year programs tend to be more expensive.

If institutions like us were not interested in establishing a program for everything, we are allowed to receive funds to strengthen our science programs so that good students can then transfer to other universities and into science programs having covered all the materials they need and having corrected their deficiencies through our specialized programs to help students in the open-door program. I think that would be a better payoff for all. But the way it is structured now, I think that we are going to have to set up a science program and then ask the Federal Government to fund it. That seems to me a very poor way of using resources.

To conclude, in our experience with institutional grants is 2 months old. We are looking for a way to get some additional funding with other projects we have submitted for. But so far, we are really looking into new things to develop according to the programs that we have.

Mr. CORRADA. Mr. Duncan, what has been your experience, or the experience of the College of the Sacred Heart, with reference to institutional grants—that is grants under the different programs other than the student aid grants?

Mr. DUNCAN. Sacred Heart has participated in a number of the higher education programs over the last decade, including, as I mentioned in my testimony, title III, special services, and biligual education. There have been other grants from the Department of Energy, from HUD, and so on. So there have been a number of areas in which grants have been made.

Recently, the participation has been primarily in special services and in bilingual education. We have recently had a grant approved under the MISIP program, which Dr. Rivera was mentioning, in collaboration with the Colegio Technologico del Municipio, the municipal technological college. That will be a cooperative program in which the two schools, the technological college which does not have a science department as such, will be working with Sacred Heart in terms of developing science instruction, and using much of the computer-assisted instruction which we developed under an earlier MISIP grant some years ago. That material will now be adapted to the needs of the technological college and made available to their students.

So our experience has spanned TRIO programs, title III, science education, and even low-interest loan programs for construction.

Mr. CORRADA. It has been said here before that about 50 percent of all those students graduating from high school in Puerto Rico who go on to college fail or drop out after the first year in college. It also has been stated that many of those who remain receive liberal arts education or social sciences, but then they are not able to find a job in the Puerto Rico job market because they do not have either the technological preparation or vocational education that may be required for what the job market is able to offer to them, while there may be an excess of students who come out with degrees in, let's say, the social sciences or humanities and other disciplines who are not able to get a job or who may have to work in something different rather than working in the fields for which they were academically prepared.

I would like to have from both of you your thoughts and ideas concerning how these problems could be addressed.

Mr. RIVERA. First of all, in the particular case of American College, right from the beginning when this institution was established, our philosophical document or proposition was that we were going to establish programs leading to labor market tieups. In other words, our curriculum, although it is based on liberal arts and a humanistic foundation, is oriented toward professional careers that are in demand in our economy.

So we have tried. I tell you, it is a difficult thing to keep because the students who come to the transfer program would like us to establish schools of education, schools of natural sciences, and social sciences. But we have remained firm in our original charter and the proposition that we should remain a specialized institution.

In that sense, we don't have that type of condition, because the students who come for other programs, hopefully, as we keep developing this transfer program, they will stay with us for a couple of years and then transfer to another institution.

I think that institutions in Puerto Rico, from my conversations with other academic deans and college presidents, we are all aware of this problem. Many institutions, I think, have been working on this issue and are trying to establish some tie-ins between programs in the social sciences and some practical applications. For example, let's say if you are majoring in psychology, maybe you should take some courses in management because the foundation of management science is social sciences. So there are many linkages that could be established between liberal arts, humanities, and social sciences programs, and more professional programs.

I have to say something. I am somewhat concerned about emphasis on professional/technical programs. I recognize the fact that people studying in the social sciences and in the humanities and other fields are having a tough time finding jobs. But when you read surveys and studies done about people, for example, in management, executive positions and all of that, people who tend to move faster and with the proper skills tend to sometimes—and very often—have backgrounds in those fields because they developed some styles or prospectives or the capability of analyzing things from a multidimensional framework. Those things are very valuable to our society. We cannot produce technocrats. It would be very risky in the future for our society to follow that route.

So we have to find ways to combine and not let go too much with that idea of market linkages. I come from an institution which is very oriented to that. But we have to find a balance there because the risk would be tremendous for our society.

Mr. CORRADA. In that respect, let me say that I believe that it is as dangerous for a community to educate people in fields for which there is no demand in the job market, as there is also a danger in the community to educate in the high technology field the technocrats who we need but which then place the community in charge of people who are devoid of the fundamental humanistic values that will insure that technology will be there to address the problems of man rather than the problems of the machine. The machine and man have to work together. Technology is only a means toward improving the quality of life for humankind rather than making the man a cog of that machine and developing a highly materialistic, highly productive society which may be able to have a very high output of products and material and also a very high output of psychopaths and people with mental health problems, a dehumanized society. I think that definitely a balance in that sense is necessary.

Mr. Duncan, would you like to add something on this point?

Mr. DUNCAN. The concern about the tradition of the private schools being in the liberal arts or the number of students in social sciences and humanities; at the present time, I think, is something that relates more to what existed a number of years than the reality at the present moment.

For example, I think the Sacred Heart in the humanities and in the social sciences at the present time—in the humanities we have something like approximately 150 majors out of 7,300 students. In social sciences, the number is in the area of 525 and 600 students majoring in all of the areas of the social sciences, again, out of 7,300 students. So we are talking about a number that is approximately 10 percent of our total enrollment that you will find in these two areas.

Most of our students are in business administration, communications, natural sciences, technical programs. In fact, one of the concerns, particularly among faculty members now, is the drift toward technical and professional programs which is beginning to raise the fear that perhaps there are gaps in the humanities and in the liberal learning tradition which has been an important part of private higher education.

How can this situation be dealt with? There are concerns to find how you link between humanities major and employment. For example, one of the things that has been suggested—at Sacred Heart, again, it is not something that can be mandated, but it is something that has been commented on and suggested to students—students who are interested in majoring in the humanities, for example, might consider preparation in the area of tourism, which perhaps would facilitate at a later point their employment in the tourism industry because of their language skills. We have one of the few French programs on the island. A student who is trilingual, Spanish, English, and French, I would say has a marketable skill in the tourism industry.

In the social sciences, one of the things that we are trying to develop, and which Dr. Rivera also mentioned, is the link with management. Obviously, a person who has social science training, the ability to know how to analyze situations, statistical data and that sort of thing is a special skill which can help the person in a management-level position.

One of the concerns also is knowing that social leaders frequently have come from the backgrounds of law, which falls within social science and the humanities—and I know the background of the chairman at our meeting today is in social science—one of the concerns is to make sure that we are producing students who will continue to provide this leadership in the future.

Mr. Rivera. I would like to add something. If we are as concerned—as I know we are and we should be—with this issue of technology and preparing for the economy and the job market, one of the things that we find most difficult when we are trying to deal with that principle which we all agree with is that there is no information. To expect that an institution of higher education, a small institution, can do sort of a feasibility study to determine the needs of the economy or something like that is really something that is not realistic. It would take thousands of—the Government offices are trying to do that and they don't even have the budgets to do that. So when you go around Government offices trying to find out what studies are there, what projections are there for the 1990's of what our economy will look like so that we can plan ahead, what types of programs we should be thinking of, there is no data or minimum data.

Mr. Corrada. Maybe you could work through the Puerto Rico Association of Colleges and Universities. I know that you belong to that organization. Of course, in the Department of Education in Puerto Rico, the University of Puerto Rico, and the Economic Development Administration, as well as the Planning Board, there are obviously statistics, data, and other information that could be helpful.

But I am concerned. As a matter of fact, I am deeply concerned about the lack of communication between those who are engaged in Puerto Rico in postsecondary education, particularly the private field, and the agencies of the Government of Puerto Rico in being able to work together so that there could be a more comprehensive approach in addressing the education needs of our community.

I have one final question to each of you. In your institutions, what is the percentage of dropouts after the first year? In other words, what is your experience in terms of the number of college students who come to your institution and then either fail or drop out or leave school after the first year? Do you have a very high percentage in this? It appears that the average overall is about 50 percent. What is your statistical experience?

Mr. RIVERA. Ours varies from 25 to 30 percent turnaround.

Mr. CORRADA. How about the College of the Sacred Heart?

Mr. DUNCAN. Twenty-five percent.

Mr. CORRADA. Twenty-five percent would drop or fail in the first year?

Mr. DUNCAN. At the end of the first year, yes, sir.

Mr. CORRADA. Mainly to what do you attribute these failures?

Mr. RIVERA. Frankly, the main issue would be the economic issue. Most of those students, they drop out. We have exit interviews to see what is happening and if we can do anything about it. It is mainly that they are just going to look for a job. The families are pressed hard for income and they are just going to look around and see if they can find something. If they are studying on a full-time schedule, or even a part-time schedule, they have less flexibility to go to interviews, and to job hunt. Often they do that.

I will tell you that one of the second reasons—and there is some data here—is to go to the States.

Mr. CORRADA. Do you think it is a factor that perhaps they were pushed by their families and by certain patterns in our culture that say that, if you graduate from high school, you have to go on to study at the university, and if you don't, you are going to be something less than what society expects from you, and that they may be just yielding to this kind of pressure, even though there is not a personal interest or commitment to a postsecondary education?

Mr. RIVERA. That was our hypothesis when we started our self-study research project. We did some interviewing with our students, and we had a questionnaire in which some of this information is on one of the tables of our profile. We found that only 4 percent of our students very frankly said that they were there to please their parents, join their friends, and they had nothing else to do. That is only 4 percent. We thought it was a much higher figure.

The bulk of them, although they have lots of deficiencies and they recognize them, and they are really aware of the fact that, unless they get some training and they find a way to correct those deficiencies in language skills and quantitative reasoning, they are not going to find a job. They know that. They would rather be somewhere else maybe, but they know that, unless they stick, hold on and try to go through the process and learn something, they are just going to be joining the group of unemployed. I think that, at least in our case, and our data shows that, that was not the case.

Mr. CORRADA. Maybe they just didn't want their parents to know that they gave you that answer.

Mr. RIVERA. They didn't have to put their name. It was an anonymous question.

They were very frank in many other things. One of the things that they said was that 60 percent of them had never seen a counselor when they were in high school, 60 percent had never been to a guidance counseling office. So we have some very interesting data in that survey, and I think it was corraborated by other sources.

Mr. CORRADA. Didn't they avail themselves to the career education services at the high school level?

Mr. RIVERA. The question was broad enough to include all of those, sir. At least their answers said that. Whether it is true or not, we will have to find out.

Mr. CORRADA. What has been your experience detecting why 25 percent of your students fail or drop out after the first year?

Mr. DUNCAN. The same thing holds in terms of there is a high frequency of financial or family problems that are cited by the students as reasons for dropping out. Many times the two are related. Many times a wage earner becomes ill and the student has to drop out.

Mr. CORRADA. That problems would have been there when they started the first year. They would be getting a Pell grant, they would be getting a guaranteed student loan—that is, student financial assistance—in that first year. The socioeconomic condition of their families would be about the same when they started the year as it would be toward the end of the year, wouldn't you think? Or do you believe that there were changes in the socioeconomic condition of the family or of themselves during that course of a year that would cause 25 percent of them to drop out?

Mr. DUNCAN. I think that sometimes there were, in fact, changes. Although—and I was mentioning this—these are things that are cited many times by the students. I suspect what is happening, as you are suggesting, is that the student encounters a frustration of not being able to do well, entered the institution thinking that perhaps it was going to be easier to pursue a higher education degree, and finds it is more difficult than was anticipated. I think many times that, combined with financial sacrifices that are being made, reaches a point that a student decides that it is no longer worth it, in a sense, to continue. There are academic problems, the problems are not what the student expected, and many of these students, even with a Pell grant and a college work-study program, are on very, very tight financial arrangements.

Mr. CORRADA. Is it possible that many of these students go to college because they were seeking a job when they graduated from high school, didn't get one, and they found that, instead of being unemployed and doing nothing, there is a Pell grant or a guaranteed student loan and will take then a year of sort of forced studies because they were not able to get a job and do something that would be humanly meaningful by continuing their education—and then they get a job a year later, and they just accept the job and leave the university which they were not very much interested in attending in the first place? What is your reaction to this?

I am not saying that this is a fact. I am just expressing this thought, and I would like to have your reaction to it.

Mr. DUNCAN. I think that, in terms of a logical human choice, if a student, when he or she graduates from high school, is faced with the high unemployment rate in that age group in Puerto Rico, which is well over 50 percent, the student is either faced with that result of certain unemployment—which means being on the street or being at home—if the student is confronted with that choice or the choice of exploring the possibility of something that is positive in the sense that something can result from it, which means going to college or going to a postsecondary institution, the choice, I think, for the student is obvious. They will choose to accept the Pell grant and go on for further training.

Many times, if the student had another alternative for other kinds of activity, the student might consider that other alternative. But at the present time, it is basically one or the other.

Mr. CORRADA. I am not saying it is necessarily wrong. I think that if I found myself in the situation where I graduated from high school, wanted a job and didn't get one, and then there is a chance of, instead of being idle, I would rather to go to some institution and learn more, humanly speaking, that may be my choice. But it is frustration. It is a hard fact that you may not be able to do what you really want to do.

Mr. RIVERA. What leads me to think that may not be the case for a large number of them is that these are recent high school graduates. For example, if I found among my students who enter the freshmen group that 20 or 30 percent of them had graduated the year before, then I would say, "Well, maybe they were just hunting for a year and they found nothing and then came back." But the bulk of our students graduate from high school in May and join us in August. It seems to me that there is some information there.

Let me give you an example with this economic problem. In your own town, Morovis, we have a large number of students from Morovis on our campus at Manati. Every year we were having the same result. At the beginning, they go into the college and, gradually by December, you have 40 percent of them who have dropped out. We started to look into it. Our President is also from your hometown and he was very concerned with this particular problem. We started talking to the students during the exit interview to find out exactly happening. They say that what is happening is that they just cannot afford to come in a publico from the mountains of Morovis all the way—take two different publicos—to the college. It comes out to about $3 or $4 every day, and their parents just don't have the money, and no financial aid programs provides for that on a continuous basis.

What we did was an experiment. Luckily, the publicos—at first they were a little bit angry—understood our position. We explained it to them and we brought them the data. We got our bus, and we are busing the students to the campus in Manati. We lost only three students. It is the first time that we have had such a retention rate from the town of Morovis in our student body. We take them from their town at 8 o'clock in the morning. The municipal government brings them from the little villages higher up on the mountains down to the plaza, and our college bus takes them from the plaza to our campus. They bring them back at 2:30 in the afternoon.

It is perfect, because then they have leisure time to go to the library, and to participate in cultural activities. It ended up in a very successful project. It is costing the institution, but when we sat down to calculate what it was costing us to lose the students and having to find replacements, definitely the bus was nothing, and we were saving those students from joining the unemployment ranks.

Mr. **Corrada**. When I was a student in the public schools in Morovis—I studied there from first grade to eighth grade—I walked two kilometers every day to go to school. I lived near enough not to need transportation, but I walked two kilometers every day. In high school, my father sent me to Ponce. I used to take a bus in Ciales every weekend to go back to Ponce where I boarded. I was an intern there in school. It took that bus 4 hours to go from Ciales to Ponce, which is more time than it takes me now to come from Washington to San Juan in a plane, 3 hours and 20 minutes. Anyway, we had a strong motivation to study.

Mr. Williams.

Mr. **Williams**. Mr. Chairman, these stories about how it was when we went to school remind me of the cartoon I saw the other day in a magazine. A father was walking his little boy to school, and the snow was very deep. It was about knee-deep on the father, and it was about up to chin level on the little boy. The caption below the cartoon had the father looking down at the little child saying, "Quit your complaining. When I was your age, I walked to school in snow clear up to here."

Do we have statistics from the island that compare employment rates with noncollege graduates and high school graduates?

Mr. **Rivera**. On page 7, I presented to you the latest statistics we were able to get from the Labor Department. It is table 1 of our presentation. That is Empleo y Desempleo—that is jobs and unemployment—March 1983. You can see how—the only place where there is a digit in the 1's is when the people have 13 years or more of education.

If you look at our Economic Report to the Governor of 1981, there is a very interesting analysis of how our labor market has been changing and how jobs keep—like it is happening in New York and other places—jobs for the unskilled and the semiskilled are disappearing very quickly. If a person cannot read instructions in English and they cannot deal with some equipment and follow instructions and do other types of tasks, they just won't get a job.

When you consider that 12 percent vis-a-vis 35 percent or 40 percent, which is the unofficial unemployment rate, it pays to have a postsecondary education. It increases substantially your chances of getting a job.

Mr. **Corrada**. Would you yield for 1 second?

Mr. **Williams**. Yes.

Mr. **Corrada**. I think these statistics are very significant. If you only study 7 to 9 years in school, which means completing the eighth grade or ninth grade, the rate of unemployment would be

54.2 percent; for those who complete 12 years, 24.6 percent; and for those who complete 13 or more years—which means those who go to college—the rate of unemployment comes down to 12.2 percent. So it pays to go to college.

Mr. RIVERA. Definitely. And the impact on our economy with getting skilled people is very high.

Mr. CORRADA. I yield back.

Mr. WILLIAMS. What is the average salary of professors in each of your institutions? Mr. Rivera?

Mr. RIVERA. We pay full-time faculty with master's degree and instructors rank $925 a month. They must teach 15 hours, have 6 office hours, and be available at least four other hours a week for administrative departmental tasks and activities. So it is 25 hours a week of being physically there. You have to add all of the time they take to correct exams, evaluate their students, and prepare their lessons.

Mr. WILLIAMS. Is that salary comparable with the other postsecondary institutions on the island?

Mr. RIVERA. I would say that it fluctuates. We are about $150 below UPR, but at UPR they teach four courses a semister. I don't know about the salaries of other institutions. But, more or less, everyone is close to $1,000, up or down maybe $50 or $75. When you compare that to the salaries in the States—we have an inflation rate which is higher, we import everything we use, which is a lot of cost—it doesn't really pay.

Mr. WILLIAMS. Is that comparable with your institution?

Mr. DUNCAN. Our salaries are on a scale based on the academic preparation of the person, the academic rank, and so on. An assistant professor will earn $14,000 or $15,000 a year; an associate professor, $18,000; a full professor, $22,000. The instructor with a master's degree is about—I don't remember the exact figure number—$13,000 a year, something in that range.

Mr. WILLIAMS. On Friday, one of the witnesses recommended the forming of a consortium between mainland colleges and universities serving areas with a considerable Hispanic population and island counterparts. It was suggested that such a consortia could examine and attempt to find solutions for a number of problems that were experienced by institutions serving significant populations of Hispanics.

Would either or both of you care to comment on that suggestion?

Mr. DUNCAN. As I mentioned earlier, we have begun exploring possibilities of consortium-type arrangements, cooperative arrangements, locally with this recent program we have with the Technological College of San Juan. The University of the Sacred Heart is definitely open and very interested in the possibility of establishing collaborative arrangements which can benefit our students. That is one of the things that is an alternative for strengthening resources and helping students gain clear access to higher education facilities than could be the case through what only one institution has.

There is another collaborative project which I might mention in the area of science education which is funded by the National Science Foundation, a Resource Center on Science and Engineering, which is through the Rio Piedras campus of UPR.

So there are some examples of that going on, although it is an area that certainly could be dealt with much more.

Let me make one comment in relation to this. Talking with many of my colleagues in U.S. mainland institutions, I found that most of them had been amazed that we have the level of collaboration that we have here. For example, there is an Association of University Presidents which maintains open and active communication between all of the institutions. My experience has been, with what I know of institutions in the States, that kind of thing normally does not occur, that kind of collaborative arrangement at the presidential level. Very clearly, there are cooperative arrangements between U.S. institutions, but I think the level of cooperation that we have here, given the limitations of the academic animal in the academic institution which tends to be sometimes protecting turf and being quite concerned about internal operations, given that kind of preoccupation, I think that the level of cooperation that exists here is favorable in comparison to what exists in other areas.

Mr. RIVERA. I definitely think that consortia and this type of interaction has to be the norm. I commented already that, with some of the college presidents a while ago, especially when we receive our symbolic checks for title III, everyone is being given funds to do the same thing. They just mentioned that they just prepared some materials, computer-assisted instruction modules for science, and we were just given funds to do the same thing. It is sad sometimes to find that we are 2 miles away and reinventing the wheel every week.

I think that, although the attitude of everyone here in principle is very pro interaction, there is definitely the problem of competition and turf protection, like Ronald just mentioned. I think that Dr. Cruz on Friday mentioned there were four islands. He was talking about the private sector, the public sector, the elementary and secondary schools. I think there are as many islands as institutions on our postsecondary level.

I think much more needs to be done. If I can go back to the point that I raised before, that type of more cooperative attitude will be fostered when we can get aid to institutions to control their growth. We are all tuition dependent. And as long as we are dependent on tuition—I would love to share everything I have with the college next door, but I know that if I do, I may lose 1,000 students, and that would knock out a third of my budget. It is that type of a pressure that we are working under since we are all dependent on tuition income.

If there could be a way—and I am sure that we could find some ways—to stimulate or give rewards to those who share and to produce more interaction, I think that the Federal Government in the long run would save a lot of money.

Mr. WILLIAMS. I would suggest, too, that some of that competition is more prevalent among private institutions than it is public institutions. On the mainland, our public institutions are required to cooperate through their State consortiums, through the State department of education.

Mr. RIVERA. I am referring to the private institutions. The UPR cannot accommodate everyone.

Mr. **Williams**. I am convinced—I know some of my colleagues don't join me in this—I am convinced that competition in education is in the best interest of education. It seems to me that a more sharing arrangement, which you find more of in public institutions of higher education than you do in private institutions of higher education, leads to both more efficiency and lower costs.

Mr. **Rivera**. I agree. Some element of competition is useful in the sense that it produces diversity and other things. But in terms of dealing with the types of problems that we deal with in Puerto Rico, and they are very similar across institutions, I think there should be some constraints placed on that competition.

But, again, it is all due to the fact that our income comes from tuition.

Mr. **Williams**. What authority does the public State education agencies have over your spendiing patterns?

Mr. **Duncan**. None.

Mr. **Rivera**. The Council or Higher Education has an office, which is the Office of Licensing and Accreditation, and the Council of Higher Education is the Board of Trustees of the University of Puerto Rico, so there is some combined relationship there. Of course, that agency evaluates and does very indepth studies of accountability——

Mr. **Williams**. Are you legally accountable to them?

Mr. **Rivera**. Yes.

Mr. **Williams**. For accreditation?

Mr. **Rivera**. Yes.

Mr. **Williams**. How about for expenditure of money or a yearend review of your financial—your books?

Mr. **Rivera**. No, we don't have any of that.

Mr. **Duncan**. Most private institutions have their own board of directors or board of trustees, and that is the ultimate authority.

Mr. **Williams**. We appreciate having your testimony, gentlemen. Thank you very much.

Mr. **Duncan**. Could I mention one more issue in relation to the thing of collaboration and competition?

I think there is one item that perhaps has not come out, and it is virtually an informal thing that exists particularly among private institutions on the island. There is an understanding of the area of specialization that each of the private institutions will develop. This is not a formal arrangement. No one made a master plan somewhere and said, "OK, you are going to take computer science and you will take medical technology," or that sort of thing. But there has been in the analysis of the situation, various institutions, I think, have understood the importance of not reproducing in a detrimental way the competition between institutions.

There are some basic programs that are shared among most private institutions. For example, nursing, the basic sciences, and so on, are shared among most institutions. But beyond that, there is an understanding that certain programs in given institutions are not reproduced in other institutions simply because it is not in their interest. For example, at Sacred Heart, their programs in tourism and communication do not have comparable programs in any other institution. It really is not in the interest of other institutions to reproduce those programs, simply because it would divide the market and their program and our program would both be weak.

At the same time, we are not interested in moving into the field of graduate education at the private level, because it is understood that Inter-America has moved strongly into that area and that is a thing they are dedicated to developing.

So, on the informal level, there is clearly an understanding of the niches that the various institutions can develop in a specialized way without duplicating in a destructive sort of way those programs in other institutions.

Mr. CORRADA. We thank both Dr. Rivera from American College and Mr. Duncan from the University of the Sacred Heart for their testimony and for answering the questions. I think you have provided very significant information to the subcommittee. We appreciate very, very much your being here today.

Mr. DUNCAN. Thank you.

Mr. RIVERA. Thank you.

Mr. CORRADA. Our next panel is composed of two witnesses. We have Hilda Maldonado, director, Aspira of Puerto Rico; and America Facundo, director of project DARE. Will these two witnesses please come forward.

Is America Facundo here or someone here on her behalf?

[No response.]

Mr. CORRADA. We welcome Hilda Maldonado and her assistant, and we appreciate very much your appearing this morning to testify. Your entire testimony will be made part of the record of the proceedings. You may proceed as you wish.

STATEMENT OF HILDA MALDONADO, DIRECTOR, ASPIRA OF PUERTO RICO, ACCOMPANIED BY RAFAEL A. TORRECH, ASSISTANT DIRECTOR, ASPIRA OF PUERTO RICO

Ms. MALDONADO. Mr. Chairman and members of the subcommittee, my name is Hilda Maldonado, executive director of Aspira, Inc. of Puerto Rico. Aspira is Puerto Rico's largest nonprofit community based organization providing services directed to the education and advancement and leadership development of our island's low-income youth.

With me today is Mr. Rafael A. Torrech, Aspira's assistant director.

Aspira of Puerto Rico is grateful for the opportunity it has been given to testify before this honorable subcommittee. Given the time constraint, I will only briefly touch upon certain areas of great concern to Aspira. In the written testimony previously submitted, it provides detail and it is the basic source of reference for these statements.

Annually, more than 3,000 youngsters benefit from Aspira's services. Outcomes are geared towards dropout and delinquency prevention, peer counseling, high school completion, and postsecondary admission, financial aid and placement assistance. These efforts seek participants' eventual employment in areas of great occupational demand in Puerto Rico.

The Aspira process, beyond this, is aimed at the individual's permanent advancement through character development and responsibility, leading to continued motivation, self-discipline and greater self-sufficiency.

Aspira currently administers seven programs, three of which are federally funded. Two of them, talent search and upward bound, are part of the Department of Education's TRIO programs. These programs are particularly relevant to the island's needs, providing effective services for increase postsecondary access and retention.

The lack of comprehensive services to assist youth in the high schools to postsecondary education transition and the critical decisions inherent in this transition made these two TRIO programs particularly important in the educational advancement of Puerto Rico's low-income youth. As such, Aspira supports continued and expanded appropriations for TRIO.

In particular, we emphasize the importance of assuring the participation of the community-based organizations as TRIO grantees. Community-based organizations are more directly related to the low-income community's needs, problems, obstacles and concerns. They provide participants direct services tailored to their needs with no interference from institutional loyalties, providing a wider spectrum of educational options for optimal decisions. They are concerned not only with the immediate placement of students, but with the permanent advancement of the whole community through the educational success of its youth.

All of these efforts are clearly compatible with the congressional intent of helping those in greatest need. Still, Aspira, as a community-based organization, was excluded from eligibility as a grantee for TRIO's special services program. As a consequence, we lost a program with an outstanding track record, with no apparent consideration for our merits as a grantee. We hope that this negative proceeding is not reflective of a congressional trend.

Within TRIO, we particularly support the talent search program. We consider that this program is key in securing an optimum return for the billions of dollars of annual Federal investment in student financial aid. The pre-enrollment services offered by this program are key to low-income student preparation for access and retention in postsecondary programs, to their educational and career fulfillment, and to their completion of their degrees in the prescribed time.

Current conditions in Puerto Rico, such as youth unemployment which is around 50 percent, and youth labor force participation below 5 percent, make higher education the only viable alternative for employment and economic self-sufficiency. By reaching large numbers of students and providing them with basic services, the talent search program is an important alternative for the island's economic development.

In spite of its merits, the talent search program has been constantly targeted for defunding. Aspira's talent search program has offered its services with a frozen budget for the past 3 years. Still, we have improved our services, both in quantity and quality. But in order to remain effective, talent search programs require increased funding if they are to assist in increasing low-income children's postsecondary access and retention.

Finally, the knowledge and expertise acquired through years of programmatic experience must be analyzed to provide for permanent educational improvement. Community-based groups must be supported in the development of research capabilities and in the acqusition of computer technology for service delivery and research.

We express our gratefulness for your interest and attention to our concerns. We are confident that your oversight functions will lead to educational advancement of Puerto Rico's low-income community. Thank you, Mr. Chairman.

[The prepared statement of Hilda V. Maldonado follows:]

Prepared Statement of Hilda V. Maldonado, Executive Director, Aspira Inc. of Puerto Rico

Mr. Chairman and members of the subcommittee, my name is Hilda Maldonado, Executive Director of Aspira, Inc. of Puerto Rico. Aspira is Puerto Rico's largest, non-profit educational service organization, and is directed to the educational advancement and leadership development of Puerto Rico's low-income youth. With me today is Rafael A. Torrech, Aspira's Assistant Director.

Aspira of Puerto Rico is grateful for the opportunity it has been given to testify before this honorable subcommittee. The ideas hereby expressed result from over fourteen years of committed services to facilitate thousands of low-income students' access to, preparation for, and retention in postsecondary programs in Puerto Rico and abroad.

Annually, more than three thousand students benefit from Aspira's services. Outcomes are geared towards dropout and delinquency prevention; the attainment of high school diplomas by youth who had long been away from school, by high school dropouts, and by U.S. Armed Forces' Veterans; development of educational alternatives for youth in chronically disadvantaged communities; peer-counseling for in-school high-risk youth; vocational decisions, postsecondary admission, financial aid and placement assistance for low-income youth in a variety of postsecondary programs, including health careers, medicine, dentistry and others consistent with our island's manpower needs; and leadership development leading to self-sufficiency and a committed responsibility for continued personal, educational and career advancement.

These services are made posssible through grants from a variety of sources, including the U.S. Department of Education, the U.S. Department of Health and Human Services, major U.S. foundations, local charitable groups and corporate foundations. Two Trio Programs: Talent Search and Upward Bound, constitute an important backbone for our organization, providing for programatic efforts consistent with the needs of our low-income population. We support continued and expanded funding for these Trio Programs, convinced that the services prescribed in its legislative authorization constitute a much needed alternative for the educational progress of low-income youth in Puerto Rico.

In many parts of the United States, increasing enrollments are part of the past. Not so in Puerto Rico, where enrollments continue to increase, and large segments of our population are just begining to participate and enrich from higher education. Education beyond high school represents in Puerto Rico the only viable option for those seeking economic improvement, and career fulfillment. With youth unemployment constantly around the 50 percent mark, with general unemployment oscillating around 25 percent, and with a youth labor force participation of less than 5 percent of the workforce, all efforts towards postsecondary access and retention of our low-income youth must be encouraged and supported by local and federal governments, by business and community groups. The opposite means increased attrition, less than optimal academic fulfillment, and decreased achievement leading to unemployment, underemployment, delinquency, social ills and wider gaps between the "haves" and the "have nots". With its growingly complex economic, technological and social needs, Puerto Rico cannot afford to lose a generation of potentially capable individuals.

Through Trio and its other programs, Aspira represents a much needed effort in the transition between high school and postsecondary education. Our low-income youth's needs often surpass the state educational agency's well-intentioned efforts. The high ratio of students per counselor in our school reflects the unmet needs of a generation requiring guidance and information for the crucial decisions defining their future, within their capabilities and the island's manpower needs. Aspira, through its programs, provides for increased and more specialized services of great use to both students and schools.

In supporting continued and expanded funding for Trio, we emphasize the uniquely special role of community-based groups in the delivery of its services. The following principles, developed through our programatic experience are reflective of the effectiveness of community-based groups as Trio grantees:

- Community-based groups are particularly effective in outreach and recruitment. Its closer relations with the community, and its efforts towards the educational advancement of its members, at several levels, provide for direct outreach, supported through information networks within the community.
- Community-based organizations have a keener understanding of the community's problems, the obstacles hampering its educational advancement, its special groups, its information networks, and as such, have developed more effective and comprehensive strategies for service delivery. We know of their frustrations and limitations, and our track-record speaks of our success in meeting their needs. Each of our successes becomes the community's success.
- Our long-range objectives are not limited to the immediate admission, enrollment and retention of youngsters at postsecondary programs. The Aspira process goes beyond that. We know that capacities must be developed for continued and permanent advancement. Character development is key in this process. Youth lacking self-confidence, motivation, assertiveness, and self-commitment will have a permanent handicap in all endeavors. The Aspira process aims at access and retention which is

reinforced with the individual's commitment and resmotivation for success, leading to continued responsibility towards self and others, and resulting in greater self-sufficiency. These efforts go beyond programatic performance and into a long-range commitment to the community.

- Being private and not affiliated with any institution, our services provide participants with a broader spectrum of options for optimal educational decisions. The center of our effort is the participant, his/her needs, potentials, aptitudes and assets. The resulting educational options are thus more relevant to his/her characteristics. There is no interference from any loyalty or preference towards any host program, institution or group of institutions, with services and options tailored to the participant. This is one of the most important assets of any community-based organization.

We encourage this subcommittee, and Congress as a whole, to support the participation of community-based groups as Trio grantees. The recent exclusion of community-based organizations as eligible grantees under Trio's Special Services Program, resulting from the Higher Education Ammendments of 1980, was a negative precedent to that respect. As as consequence, Aspira had to transfer a Special Services Program with an outstanding track-record to its host institution. Although confident of the institution's ability to effectively administer its services, we still question the arguments, if any, supporting this legislative decision, having had to lose on effective and efficient program with no apparent consideration to our merits as a grantee.

Funding for the Talent Search Program is another area of concern to Aspira. This program, meeting the basic postsecondary access needs of thousands of needy students annually, has been constantly targeted for defunding. We support this program, since it positively impacts student postsecondary access and retention. What is the use of having billions of dollars annually invested in federal student financial assistance if the neediest students will lack the basic services required for optimal career and postsecondary access decisions. The relatively small amount annually appropriated for Talent Search has a multiplying effect when the student is admitted to a postsecondary institution, leading to increased information, greater certainty of academic and career plans and greater chance for retention and completion in the time period expected. This program assures a better return for the financial investment provided by the federal government for low-income student's postsecondary studies.

Amid rising costs, Aspira's Talent Search Program has received the same funding allocation for the past three years. Still, we have increased our participants, expanded the number of schools in which we recruit elegible students, increased postsecondary placements, and improved both in quantity and quality our postsecondary admission test preparation services. Still, quality services require appropriate fiscal resources, properly-paid counseling professionals and long-term programatic security.

In the economic hardships currently being experienced in Puerto Rico, is extremely hard to improve a program whose fiscal resources are apparently frozen. Hence, we support not only continued, but expanded funding for the Talent Search Program, allowing for the continued effectiveness of a much-needed program with a meritorious track-record.

New technological advancements make now possible to perform objective assessments of service-delivery strategies. One non-federally supported Aspira program, for example, is conducting comprehensive computarized evaluation of its participants and their outcomes, in light of the services provided. By matching their characteristics upon entering the program with their outcomes, we are being able to identify the most effective services at the individual level. This leads to greater efficiency and effectiveness with future participants. Organizations like Aspira have the potential for providing useful knowledge to the educational community. Improved low-income youth access and retention in postsecondary programs could be achieved by supporting the development of community-based organizations' research capabilities, using years of Trio programatic experience as a data base.

To summarize, the particular conditions and characteristics of Puerto Rico require continued services to facilitate low-income students' transition between high school and higher education. Trio Programs have been, and continue being, unique and valuable resources for effective services in this area. Community-based organizations are optimal sources for the delivery of these services, since their characteristics and experience make them better-equiped to serve those in the greatest need, and to do so more effectively. The Talent Search Program, in particular, is a key program with outstanding outcomes for low-income students. The optimal returns of federal financial investments in student aid require the existence and expansion of the Talent Search Program. Budget reductions and lack of appropriate funding expansions menace the program's effectiveness, posing added obstacles for low-income students' postsecondary access and retention. Finally, the knowledge acquired through years of Trio Programatic experience are an unique data base for needed research leading to educational improvement. Community-based groups must be provided with support to use the new computer technology in research and service-delivery.

We again express our gratefulness for your interest and attention to our concerns, confident that your oversight functions will lead to better and increased educational services to Puerto Rico's low-income youth.

Thank you, Mr. Chairman.

Mr. **Corrada**. Thank you very much, Hilda, for your testimony. Could you explain a little bit about the different activities that currently Aspira is promoting and/or sponsoring in Puerto Rico?

Ms. **Maldonado**. Yes; beside the well-known TRIO programs, talent search and upward bound, we have upward bound for veterans. We were lucky that our proposal for regular a upward bound program, a TRIO program, was approved for the next fiscal year. Beside the three TRIO programs, we have other programs. We have one for delinquency prevention which was funded—it was funded by the Law Enforcement Administration and it came to an end. This program, called En Egualos, Among Equals, has a concept of a peer council.

We have a very attractive and very efficient program now functioning that has been underwritten by one of our local foundations. It is called Projecto Escarte. The main idea of this program is to identify dropout youths from one of our housing projects, put them through our counseling services, our tutoring services, and place them into academic institutions. So far, the program has been in existence for 9 months, and our success has been proven.

Mr. **Corrada**. What public housing is that?

Ms. **Maldonado**. Jardinas de Monte Dio.

Mr. **Corrada**. Yes, I know it very well.

Ms. **Maldonado**. The grants came from the Banco Popular Foundation.

Mr. **Corrada**. Yes.

Ms. **Maldonado**. Another program that we operate is one geared to place into medical schools low-income youth. This functions with a grant from the Robert Wood Johnson Foundation. Another is to place high school students into paramedical careers.

Mr. **Corrada**. What has been your experience here in being able to get funds from foundations or private companies vis-a-vis the experience in the mainland in terms of getting resources from these sources?

Ms. **Maldonado**. Do you mean comparing Puerto Rico with the mainland?

Mr. **Corrada**. Yes.

Ms. **Maldonado**. It is much easier on the mainland. It is very hard here. But I would say that our level of awareness is developing in our private sector.

Mr. **Corrada**. Do you have any suggestions as to how we could help stimulate the private sector and foundations into the funding of more programs of the kind that you are developing here?

Ms. **Maldonado**. Stimulating by way of making them aware of the needs?

Mr. **Corrada**. Yes.

One of the basic problems, as you realize, is that donations or grants from private companies are stimulated on the U.S. mainland because those are tax deductible.

Ms. **Maldonado**. Through legislation, yes.

Mr. **Corrada**. Yes, through legislation.

Ms. **Maldonado**. Raising the level of exemption for a corporation.

Mr. **Corrada**. Here, most of the companies already have tax exemptions, and they feel that it would not be of any further benefit for them to make a donation because it doesn't mean much in terms of what they deduct. But there may be ways of addressing that issue, and perhaps something could be done with the parent companies with donations, and so on, some mechanism. I am studying that possibility.

Ms. **Maldonado**. We appreciate that.

For example, the parent company in the United States—if you take a big corporation which donates to Aspira America and they have an offspring in Puerto Rico, they can argue that they already donate to Aspira America in the United States. But they have offsprings in Puerto Rico.

Mr. **Corrada**. Yes, the offsprings could take better care of the other offsprings.

Mr. **Torrech**. Sometimes the idea of giving by the parent corporation is because they have an offspring in Puerto Rico. That is why they present a concern in Puerto Rico.

Mr. **Corrada**. Mr. Williams.

Mr. **Williams**. Thank you, Mr. Chairman.

I don't understand how your program operates. Carry me through your organization's life of dealing with one person who comes in the door in need of help. Tell me what you do with him.

Ms. **Maldonado**. We don't need to go out because we have enough students to have all of our staff, day and night, offering services without having to go out and perform outreach. The demand is greater than the output. We have different programs with different objectives and different goals, but it is basically the same—educational.

Aspira is fundamentally a service agency to provide counseling, orientation, leadership development for low-income youth so that they can go on to postsecondary education.

Mr. **Williams**. Is it limited to those youth who have not yet attended college?

Ms. **Maldonado**. Mainly for those not attending college, yes. But we used to have a special services program which was to retain students in their first and second year of college.

Mr. **Williams**. Do you provide diagnostic tests to the clients?

Ms. **Maldonado**. Not tests, but through the interview with counselors, they come to a diagnosis of the personality and the needs of the student.

Mr. **Williams**. Is your service primarily one of counseling?

Ms. **Maldonado**. It is mainly counseling and leadership development. What I mean by leadership is character development, awareness of myself and my responsibility to myself, my family, and my community.

Mr. **Torrech**. I will try to clarify that. We are trying to seek what type of population we have. We have seven programs and the population varies with each program.

For example, we can go from vocational decision preparation for a ninth-grade student to postsecondary counseling for a natural science student who wishes to go into medical school.

The diversity of the funding sources basically determines the type of population to be served by these programs. As such, each program has its own methodology. A program might be involved in actually tutoring dropouts for high school equivalency test approval. Another one might be assisting a bachelor degree student, an undergraduate, to take the test for admission to a medical or dentistry school.

The diversity, if you go to a diagram, we will actually go to the agency and, depending on his or her needs assessed through an interview, sometimes through a vocational interest test, depending on the program, will actually have a work plan produced for activities and services that will lead to a decision in terms of career and the process of admission and enrollment into a postsecondary institution or the earning of a high school degree.

Mr. WILLIAMS. Are your services available all year round?

Ms. MALDONADO. Yes.

Mr. WILLIAMS. Including the summer?

Ms. MALDONADO. Including the summer, yes.

Mr. WILLIAMS. Are you able to follow or track your clients who enter college in order to determine how they are doing and provide them with some help if they need it?

Ms. MALDONADO. We don't have the mechanism to collect the information and have precise data. But from our observations, we have come to the conclusion that we have between a 70- and 75-percent retention of those students who go through Aspira and go into college, and that do graduate at the end of 4 or 5 years.

Mr. WILLIAMS. You have data that indicate that 75 percent of those entering college who have come through your program graduate?

Ms. MALDONADO. I said that we don't have the mechanism to collect the material or information to provide precise data. But from our observation, a general appreciation, is that from 70 to 75 percent do graduate.

Mr. TORRECH. Most of our programs are guided to the process of actually insuring that the student enrolls in the institution. The concept of linkages will mean that the institution where the student is accepted has then a little bit more of a responsibility for the retention of that student. Our goal is to actually provide services. The dilemma of research versus services will lead us to actually put our funds of the funds we are receive on services—one of the points of the testimony is the ability for added research capability so we can actually go back to a followup study and, with the example of the TRIO program with such a big data base of over 10 years of services, and actually be able to answer those types of questions with specific data supported by actual research mechanisms.

Mr. WILLIAMS. Are you able to provide any support services for the families of the students or the potential students?

Ms. MALDONADO. Not supportive services. But families sometimes do come to Aspira, and sometimes the counselors have to visit the families. But it is not really the fundamental service of Aspira.

Mr. WILLIAMS. For how long a period would a client stay in your services?

Ms. MALDONADO. It varies.

Mr. WILLIAMS. What is the average?

Ms. MALDONADO. The average is 2 years.

Mr. WILLIAMS. Thank you very much.

That is a very interesting program, Mr. Chairman.

Mr. Corrada. It is, Pat. Of course, both Aspira of America and Aspira of Puerto Rico have been organizations that are very strongly and deeply committed to the improvement of Puerto Ricans from low-income families. Their services, as well as their stimulus, to our youngsters are to be encouraged.

Furthermore, let me say that we have a tendency in Puerto Rico—she hinted at this—that everything has to be done by the government. There is relatively little community-based organization activity. I would hope that we move forward to more community-based organization activity in the future. We have some inherent problems concerning the development of those organizations, but I hope that, as we continue to mature in our economic, social and political development, we will find ways of having a greater partnership and understanding between the community-based organizations and the government organizations. At times, we Latinos or Puerto Ricans have the tendency of being fragmented. While having the same aspirations in tackling problems, there is a lot of, at times, misunderstanding, and one organization is envious of the other, the government wants to control everything and they don't want the community-based organizations to share in the effort. There is a lot of suspicion about the motives of other groups at times. Some of it is justified but, most of the time, it is unjustified. But it happens that way.

I think we are learning. We are making some progress here. I don't think that a society ought to be too dependent on what the government does. I think that there has to be a community participation, and that community participation is encouraged through bone fide, well-intended community organizations, and Aspira is one of those.

We now come to the end of the hearing today. Tomorrow we will resume the hearings in Ponce at 9:30 a.m. The meeting is now adjourned.

[Whereupon, at 12:05 p.m., the subcommittee was adjourned.]

HISPANIC ACCESS TO HIGHER EDUCATION

TUESDAY, MAY 31, 1983

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Ponce, Puerto Rico.

The subcommittee met, pursuant to call, at 10:30 a.m., at the Department of Recreation, Sports and Culture, Avenida Los Americas, Ponce, P.R., Hon. Baltasar Corrada presiding.

Members present: Representatives Corrada and Williams.

Staff Present: William A. Blakey, majority counsel; Lisa Phillips, majority staff assistant; and Betsy Brand, minority legislative associate.

Mr Corrada. We open now the hearing of the Subcommittee on Postsecondary Education. The final day of hearings in our series in Puerto Rico on Hispanic Access to Higher Education is in the City of Ponce, in order to take a closer look at some of the campuses which make up the higher education community on the island.

The Subcommittee on Postsecondary Education completes its review of postsecondary access and opportunities today with testimony from distinguished representatives of the academic community and special program directors who will identify both problems and successes encouraging and assuring access to higher education for Puerto Rican students.

As Chairman Paul Simon noted on the first day of hearings, the statistics for Hispanic youth in higher education show a disproportionately low rate of enrollment and retention in colleges, universities, and technical schools throughout the country. As a nation, we cannot afford to waste the talents and energy of our young people if we are to continue economic and social growth.

Today's students will take on tomorrow's responsibilities to maintain a stable climate for research, development, and production which will keep the Nation competitive in the international marketplace. Today's students will be the thinkers and writers of tomorrow who will nurture the Nation's spirit and soul. We owe it to today's students and through them, ourselves, to insure the widest possible access for education and training and special services to help along the way.

These hearings which are now being held in Puerto Rico will continue on the mainland with particular emphasis on the question of access of Hispanics and Puerto Ricans to higher education throughout the Nation.

22-572 O—84——20

Before we listen to our witnesses today, I would like to yield to the distinguished gentleman from Montana, Congressman Pat Williams.

Mr. WILLIAMS. Thank you, Baltasar.

The several days of hearings and tours that we have had in the northern part of the island have been very informative for me. This is my first trip to Puerto Rico, so I am learning a great deal about this place and about your education system. I must tell you that I am impressed with what I have seen from both the beauty of the island and the quality of your education system, and I am learning about your problems as well. I am sure that this hearing today in Ponce will equal in both interest and information the hearings that we have had in San Juan, and I am looking forward to today's hearings.

Thank you, Mr. Chairman.

Mr. CORRADA. Thank you.

We will now have a panel composed of Dr. Jaime Fuster, president, Catholic University of Puerto Rico, Dr. Salvador Alemany, chancellor, University of Puerto Rico at Mayaguez, and Ruth Fortunato de Calzada, dean and director, University of Puerto Rico at Ponce.

I would welcome the members of the panel and those who may represent any of the panelists who may not be present, if they would please come forward.

We appreciate very much your appearing before the subcommittee this morning. We will first listen to the testimony of each of the three witnesses and, after you all have completed your testimony, then questions will be addressed to each of you.

We will start with Chancellor Salvador Alemany of Mayaguez. Dr. Alemany.

STATEMENT OF SALVADOR ALEMANY, CHANCELLOR, UNIVERSITY OF PUERTO RICO AT MAYAGUEZ

Dr. ALEMANY. Honorable chairman of the Subcommittee on Postsecondary Education, honorable members of the Subcommittee on Postsecondary Education, distinguished counsels, ladies, and gentleman, my name is Salvador Alemany, chancellor of the Mayaguez campus of the University of Puerto Rico. I would like to express my deep and sincere gratitude for this opportunity to testify on issues of great importance to higher education in Puerto Rico.

Our campus is one of three autonomous campuses of the University of Puerto Rico system. It comprises the Colleges of Agricultural Sciences, Engineering, Arts and Sciences, and Business Administration. The first includes the agricultural experiment station and the agricultural extension service. Including the latter units, the university gathers over 700 professors and researchers, 350 extensionists, and we have 9,200 students, 375 of whom are graduate students. The Mayaguez campus is a unique land grant institution, one of only two in the tropics, and the only Spanish-speaking land grant college.

The institution plays a significant role in local higher education—I should probably say, regional. We award the vast majority of the degrees in engineering and agriculture in Puerto Rico. Of the 1,200 degrees awarded yearly, 31 percent are in engineering, 25 percent in natural sciences, 18 percent in business, 15 percent in arts, and 11 percent in agriculture. Since our human and physical resources are limited, the high demand for some of the engineering and science programs have resulted in stiffer admission standards in comparison with other campuses here. We boast of our ability to attract a good fraction of the best students that enter college. Nevertheless, we do have difficulties with deficiencies that freshmen students often have in mathematics, science, and communication skills.

Ninety-nine percent of our students are Puerto Ricans or from other Hispanic heritage. They come from families whose average income is on the order of 8,000 a year. As many as 7,200 students, or 82 percent of the total, receive some type of financial aid, with the average per capita aid reaching $1,460. Of the $11.1 million awarded in aid and loans this year, 78 percent comes from Federal sources and more specifically, 66 percent came from education opportunity grants.

In the best tradition of a land grant institution, we have a long history of service to society. Throughout the years we have offered programs in the areas of primary needs in the island. Many Federal agencies and top mainland corporations, over 200 of them, come to recruit our students on a regular basis. In response to the needs of local industry, we have recently started, or will start in August, several new programs. For instance, a BS in computer engineering—we are graduating the first class, the first commencement, next Sunday; an MS in mathematics, with options on computer science, statistics, and applied mathematics; an MA in English education, and many others. The years ahead will be characterized by fast and profound changes in science and technology, and we have already taken very firm steps to strengthen our ties with local industry.

It is appropriate to mention that there are three general areas that should be kept in mind if we want to improve access, choice, and retention of students in higher education. Let me briefly mention them.

The overall strength of the institution is essential to provide an effective education. Without academic excellence, any effort to attract or retain students is meaningless.

In our society, and in the form that the local industry is evolving, effective graduate programs in science and engineering are essential. We have serious difficulties in retaining graduate students who are lured away to industry through high salaries.

Third, a key factor is the education received at the precollege level. Much of our efforts is spent in remedial courses and in teaching introductory courses that students often must repeat because of their weak background. An increasing effort should be made to upgrade the teaching of science and mathematics at intermediate and high school levels. This is certainly necessary. Colleges and universities should play a significant role in this endeavor.

Finally, it is important to mention at these hearings on Hispanic access to higher education, that Mayaguez, the only Spanish-speaking land grant university, is also the only land grant college under the American flag that has never received a grant of public land or land script as provided for under the Morrill Act of 1862 to establish—and I quote—"a perpetual fund the capital of which shall remain forever undiminished" and the interest from which is to be used to support the land grant college.

I wish to thank all of you for your interest in the University of Puerto Rico, Mayaguez campus, and extend a most cordial invitation to visit us in Mayaguez. Muchas gracias.

[The prepared statement of Salvador E. Alemany follows:]

Prepared Statement of Salvador E. Alemañy, Chancellor, University of Puerto Rico, Mayaguez Campus

My name is Salvador E. Alemañy, Chancellor of the Mayagüez Campus of the University of Puerto Rico. I would like to express my deep and sincere gratitude for this opportunity to testify on issues of importance to higher education in Puerto Rico.

Our Campus is one of three autonomous campuses of the University of Puerto Rico system. It comprises the Colleges of Agricultural Sciences, Engineering, Arts and Sciences, and Business Administration. The first includes the Agricultural Experiment Station and the Agricultural Extension Service. Including the latter units, the University gathers over 700 professors and researchers, 350 extensionists, and 9,200 students, 375 of whom are graduate students. The Mayagüez Campus is a unique Land Grant Institution; one of only two in the Tropics and the only Spanish speaking Land Grant College.

The Institution plays a significant role in local higher education. We award the vast majority of the degrees in engineering and agriculture in Puerto Rico. Of the 1,200 degrees awarded yearly, 31% are in Engineering, 25% in Natural Sciences, 18% in Business, 15% in Arts, and 11% in Agriculture. Since our human and physical resources are limited, the high demand for some of the engineering and science programs have resulted in stiffer admission standards in comparison with other Campuses here. We boast of our ability to attract a good fraction of the best students that enter college. Nevertheless, we do have difficulties with deficiencies that freshman students often have in mathematics, science, and oral communication skills.

Ninety-nine percent (99%) of our students are Puerto Ricans or from other hispanic heritage. They come from families whose average income is on the order of eight thousand a year. As many as 7,200 students, or eighty-two percent (82%) of the total, receive some type of financial aid, with the average per capita aid reaching $1,460. Of the $11.1 millions awarded in aid and loans this year, seventy-eight percent (78%) comes from Federal sources and, more specifically, sixty-percent (66%) came from Education Opportunity Grants. Although tuition costs are relatively low, $15 per credit, the overall cost of a college education is still comparatively high, and many of our students depend on financial aid to earn a college degree. The Educational Opportunity Grants have been quite instrumental in allowing our youth to pursue a college education in areas of critical need for industry and society in general. These brief statistics make obvious the importance of the Pell Grants in our system of higher education.

We devote some of our faculty resources to a limited orientation program involving nearby schools. The University of Puerto Rico system coordinates the orientation effort by providing information, orientation, and assistance to high school counsellors from around the Island. Advanced students from nearby high schools can register in introductory courses in our Campus. Faculty from engineering and mathematics have been engaged in offering introductory courses in computers to high school students and teachers in the area.

In the best tradition of a land grant institution, we have a long history of service to society. Throughout the years we have offered programs in the areas of primary needs in the Island. Many Federal Agencies and top mainland corporations, over two hundred of them, come to recruit our students on a regular basis. In response to the needs of local industry we have recently started, or will start in August, several new programs: a BS in Computer Engineering; an MS in Mathematics with options in Computer Science, Statistics, and Applied Mathematics; an MA in English Education;

a Master's in Business Administration, an ME in Management Systems Engineering; a BS and an MS in Crop Protection; and an option in Industrial Microbiology within the Biology Department. Just as in the 1960's we responded to the needs of the local petrochemical industry, we are now responding to the needs of the electronic industry, pharmaceutical industry, manufacturing industry in general, and agriculture. The years ahead will be characterized by fast and profound changes in technology, and we have already taken very firm steps to strengthen our ties with local industry.

It is appropriate to mention that there are three general areas that should be kept in mind if we want to improve access, choice and retention of students in higher education.

1- The overall strength of the instituion is essential to provide an effective education. Without academic excellence, any effort to attract or retain students is meaningless.

2- In our society, and in the form that the local industry is evolving, effective graduate programs in science and engineering are essential. We have difficulties in retaining graduate students, who are lured away to industry through high salaries.

3- A key factor is the education received at the pre-college level. Much of our efforts is spent in remedial courses and in teaching introductory courses that students often must repeat because of their weak background. An increasing effort to upgrade the teaching of science and mathematics at intermediate and high school level is necessary. Colleges and universities should play a significant role in this endeavor.

Finally, it is important to mention at these Hearings on Hispanic Access to Higher Education that Mayagüez, the only Spanish speaking Land Grant University, is also the only Land Grant College under the American flag that has never received a grant of public land or land script as provided for under The Morrill Act of 1862 to establish a "perpetual fund the capital of which shall remain forever undiminished" and the interest from which is to be used to support the Land Grant College.

I wish to thank all of you for your interest in the University of Puerto Rico, Mayagüez Campus, and extend a most cordial invitation to visit us in Mayagüez. "Muchas gracias."

May 30, 1983

TABLE I

PROGRAMS OFFERED AT UPR-MAYAGUEZ CAMPUS

Programs Leading to Associate Degrees

ASSOCIATE IN SCIENCE IN ENGINEERING:

Two-year program in the College of Engineering in the fields of Electrical Power and Electronic Technology, Surveying and Highway Construction.

ASSOCIATE IN ARTS IN GENERAL NURSING:

Two-year program consisting of four semester and one summer session in the College of Arts and Sciences in the field of Nursing.

Programs Leading to a Bachelor's Degree

BACHELOR OF ARTS:

Four-year program in the College of Arts and Sciences with majors in Comparative Literature, Economics, English, European History, French, Hispanic Studies, History of the Americas, Philosophy, Physical Education, Plastic Arts, Political Science, Psychology, Social Sciences, Sociology, and Theory of Art.

BACHELOR OF AGRICULTURAL SCIENCES:

Special Program and General Program with majors in Agricultural Economics, Agricultural Education, Agricultural Extension, Agronomy, Animal Science, Crop Protection, Horticulture, and Mechanical Technology in Agriculture.

BACHELOR OF SCIENCE:

Four-year program with majors in Biology, Chemistry, Geology, Mathematics, Medical Technology, Nursing, Physical Sciences, Pre-Medical Sciences, and Theoretical Physics.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION:

Four-year program with mahors in Industrial Management, Public or Private Accounting, Finance, Economics, Marketing, and Organizational Studies.

BACHELOR OF SCIENCE IN ENGINEERING:

Five-year program with majors in Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, and Computer Engineering.

BACHELOR OF SCIENCE IN SURVEYING AND TOPOGRAPHY:

Four-year program.

BACHELOR OF SECRETARIAL SCIENCE:

Four-year program.

PROGRAMS LEADING TO A MASTER'S DEGREE

MASTER OF ARTS

Hispanic Studies

English Education

MASTER OF BUSINESS ADMINISTRATION

MASTER OF ENGINEERING OR MASTER OF SCIENCE:

Chemical Engineering, Civil Engineering, Electrical Engineering, Management Systems Engineering, and Mechanical Engineering.

MASTER OF SCIENCE:

Agriculture: Agricultural Economics, Agronomy-Crops, Agronomy-Soils, Animal Industry, Plant Science, Extension Education, and Horticulture.

Biology.

Chemistry.

Marine Sciences: Biological Oceanography, Chemical Oceanography, Geological Oceanography, and Physical Oceanography.

Mathematics.

Physics.

PROGRAM LEADING TO A DOCTOR OF PHILOSOPHY DEGREE

Marine Sciences: Biological Oceanography, Chemical Oceanography, Geological Oceanography, and Physical Oceanography.

TABLE II

TOTAL ENROLLMENT BY PROGRAM AREA

First Semester 1982 - 1983*

Agricultural Sciences	625
Arts	1018
Business Administration	1196
Engineering	3529
Sciences	1879
Graduate Programs	374

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*Students in Baccalaureate or Graduate Programs only.

Table III

U.S. Industries and Federal Government Agencies that Recruit Students from U.P.R. Mayaguez

International Paper Company

National Aeronautics and Space Administration (NASA)

Celanese

Sikorsky Aircraft

Hughes Aircraft Co.

Analog Devices Instruments & Systems

The Agency for International Development

National Oceanic and Atmospheric Administration

Bethlehem Steel Corp.

U. S. Department of Agriculture

Darcom

U. S. Air Force (Several Dependencies)

Mitre Corp.

Rockwell International Space Division

Eastman Kodak Co.

Texas Instruments

Martin Marietta Aerospace

Hanscom Air Force Base

Oklahoma Logistics Agency

Lockheed California Co.

New York State Dept. of Energy Conservation

Colorado Travenol Labs.

Viking Connectors, Inc.

U. S. Nuclear Regulatory Commission

Burroughs Wellcome Company

United States Department of State

National Bureau of Standards

The Procter & Gamble Company

National Aeronautics and Space Administration (NASA)

Department of the Army (Several Dependencies)

Department of the Navy (Several Dependencies)

International Paper Co.

International Business Machines Corp. (IBM)

Exxon Research & Engineering Co.

Bureau of Census

Aluminum Company of America (ALCOA)

The B. F. Goodrich Co.

Argonne National Laboratory

Bell Laboratories

Southwire International Corp.

Consolidated Edison Co., of N.Y. (Con Edison)

Med Rel (Subsidiary of Medtronic, Inc.)

The Aerospace Corporation.

Western Electric

Central Intelligence Agency

Hamilton Standard

Exxon Research & Core, Inc.

Pratt & Whitney Aircraft Group

Northrop

United States Environmental Protection Agency (EPA)

The Boeing Company

United Technologies Norden Systems

G.T.E. Laboratories, Waltham

Wright Patterson Air Force Base

Lawrence Livermore Laboratory

McDonnell Douglas Astronautics

Gould, Inc.

United States General Accounting Office

The Connecticut Bank & Trust

Carrier Corp.

Eaton Corporation

Boston Gas Company

ESL, Inc.

U. S. Department of Transportation

Hartfield National Bank

Harris Corporation

Fumin National Acelerator Lab.

Federal Highway Administration

N. Y. State Environmental Protection Agency

Avco Lycoming Division

Virgin Island Telephone Corp.

Tennessee Valley Authority (TVA)

Jersey Central Power and Light Co.

Combustion Engineering

Stone and Webster

Aetna Life and Casualty

Exxon Corporation

The Mitre Corporation

Table IV

Local Industries and Government Agencies that Recruit Students from U.P.R. Mayaguez

Roche Products, Inc.

Mead Johnson

Edwards Laboratories

Eli Lily

P.P.G. Industries, Caribe

Motorola

Union Carbide Graphite

Merk, Sharp & Dohme, Química de Puerto Rico, Inc.

Puerto Rican Cement Co., Inc.

Hanes Textiles

Coquí Lighter

Oficina de Energía de Puerto Rico

QUME Caribe, Inc.

Documation of Puerto Rico, Inc.

G.T.E. Sylvania

Owens Illinois, Puerto Rico

Bechman Instruments of Carolina, Inc.

General Electric

Du Pont Puerto Rico, Inc.

Storage Technology Corp.

Cyanamid Agriculture de Puerto Rico, Inc.

Heyer Schulte

General Gases & Supplies Corp.

Centronics

Banco de Ponce

Bermudas & Long

Autoridad de Edificios Públicos

R.C.A.

Caribe Biochemical

Carborundum

Puerto Rican Cement Co. Inc.

Bumble Bee Puerto Rico, Inc.

Sensormatic Electronic Corp. de P. R.

Rodenstock Corp.

J. R. Wood and Sons

Alcoa Laboratories

Intel de Puerto Rico

Sunligh of Canada Division

Roberto Rosario y Asociados

Digital Equipment Corp. de Puerto Rico

McGaw Laboratories, Inc.

Schering Corp.

Autoridad de Acueductos y Alcantarillados

Electronics Data Systems International

Ponce College of Technology

Abbot Laboratories

Puerto Rico Distillers

Cheseborough Ponds

Banco de Ponce

Microdata

Autoridad de Energía Eléctrica

Autoridad de Comunicaciones

Bacardí Corp.

Urba Motors

Spectrol Electronics Corp.

Blue Bell

Lifesavers

American Hospital Supply Corp.

Superior Industries International

Johnson and Johnson

Data Tech. System (DTS Caribe)

Peg Bandage, Inc.

Westinghouse Construction Group

Bourns de Puerto Rico, Inc.

Searle & Company

Hewlett Packard

Applied Magnetic Caribe

Maidenform

Junta de Calidad Ambiental

General Electric Circuit Braket

Technicon Electronics Corporation

Primus Mfg., Inc.

Puerto Rico Telephone Company

Stanford Klapper Associates, Inc.

Omark Caribbean Inc.

Pfizer Pharmaceutical

Chevron Chemical Company of P. R.

Union Carbide Films Packing Inc.

Phillips Puerto Rico Core, Inc.

Puerto Rico Olefins Co.

Travenol Laboratories

Sun Oil of Yabucoa

Mirabella, Inc.

Spla Basic

Esso Standard Oil Co.

Union Carbide Caribe, Inc.

The Upjohn Manufacturing Co.

Carrier

Capacete, Martín & Associates

Abbot Pharmaceuticals, Inc.

Commonwealth Oil Refining Co., Inc.(CORCO)

S K &F Laboratories Co.

The Allen Group Puerto Rico, Inc.

Administración de Terrenos

Mitel Caribe

Dade Diagnostics, Inc.

Table V

COMPARATIVE SCHEDULE OF FINANCIAL AID FOR THE PERIODS 1978-79 TO 1982-83

	Academic Year 1978-79		Academic Year 1979-80		Academic Year 1980-81		Academic Year 1981-82		Academic Year 1982-83	
	Students	Amount	Students	Amount	Students	Amount	Students	Amount	Students	Amount
A. Total Students Enrolled at the University	8,889		8,339		8,808		9,240		9,243	
B. Financial Aid Program										
1. Pell Grant (Basic Grants)	5,932	$4,601,033.00	5,709	$4,374,298.00	6,374	$4,967,732.00	7,167	$6,086,010.00	7,601	$7,303,696.00
2. Supplemental Educational Opportunity Grants (SEOC)	987	410,831.00	831	506,219.00	704	360,932.00	959	461,264.50	688	404,617.00
3. State Student Incentive Grant (SSIG)	169	84,833.00	163	100,450.00	239	53,060.90	198	47,709.00	185	45,096.00
4. Legislative Schdarship	1,981	1,215,199.00	2,040	1,397,000.00	2,190	1,353,563.91	2,566	1,329,395.45	1,836	1,259,326.00
* 5. Nursing Schdarship	34	15,264.00	39	21,176.00	46	21,250.26	-	-	-	-
** 6. Institutional Undergraduate Supplemental Aid (PAS)	-	-	-	-	-	-	7,040	926,463.73	5,159	809,519.13
** 7. Institutional Graduate Suppplemetal Aid (PAS)	-	-	-	-	-	-	143	100,000.00	86	300,000.00
8. College Work Study Program (CWSP)	1,026	666,136.00	1,196	667,662.00	1,458	630,710.00	1,886	733,285.92	1,431	755,212.92
*** 9. Cuban Loans	-	-	-	-	-	-	-	-	-	-
10. Guaranteed Students Loans (GSL)	98	132,500.00	202	240,400.00	220	366,372.00	69	112,077.00	124	200,000.00
11. National Direct Student Loans (NDSL)	180	80,700.00	154	81,550.00	228	110,715.00	38	12,650.00	80	40,000.00
12. Nursing Loans	35	18,400.00	29	19,195.00	30	13,165.00	21	10,235.00	17	10,000.00
C. Total Budget		7,225,898.00		7,211,567.00		7,311,129.07		9,707,013.60		11,127,467.05
D. Financial Aid Student Average	5,956	1,213.00	5,733	1,258.00	6,398	1,138.39	7,183	1,351.38	7,623	1,460.00
E. Per Cent of Students with Financial Aid	67%		68%		74%		77%		82%	

* Program discontinued since 1981-82
** Program initiated in 1981-82
*** Program discontinued since 1976-77

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Mr. CORRADA. Thank you, Dr. Alemany. Of course, your entire testimony will be made a part of the record of these hearings. We will have questions for you after we finish with the other panelists.

Dr. Jaime Fuster, I understand, is represented here. Will you please go ahead with your testimony.

STATEMENT OF GILDA RIVERA, DIRECTOR, FINANCIAL AID, CATHOLIC UNIVERSITY

Ms. RIVERA. Thank you.

Mr. Chairman and members of the House Subcommittee on Postsecondary Education, I bid you all a good morning and welcome you to the city of Ponce. I am Gilda Rivera and I am here representing Dr. Jaime Fuster, president of the Catholic University of Puerto Rico.

As Dr. Fuster expressed in his letter to Mr. Paul Simon, chairman of the subcommittee, the short notice of his invitation to participate in these hearings and previously scheduled commitments which could not be postponed did not permit him to be present here today to make his testimony personally.

What I am about to present is a brief oral summary of a lengthier document submitted for the record.

Mr. CORRADA. Without objection, your entire testimony will be included in the record.

Ms. RIVERA. Thank you.

Catholic University of Puerto Rico is the third largest of nine major accredited institutions of higher education in Puerto Rico and is dependent on tuition and fees for 93 percent of its operating budget. It is the only major institution of higher education whose main campus and central administration is located outside of the San Juan Metropolitan Area.

Presently, Catholic University has, in addition to its main campus in Ponce, three centers located in the coastal regions of Arecibo, Guayama, and Mayaguez, and four extensions located in the interior towns of Coamo, Castaner, Caguas, and Carolina. These campuses allow us to serve the educational needs of 13,048 students, 90 percent of which are public school graduates, 8 percent private, and 2 percent GED graduates.

Our present enrollment reflects an overall increase of 47 percent in the last 10 years, which coincides with the advent of the basic grant program. Of the 12,109 undergraduate students enrolled for the 1982-83 academic year, 94.6 percent were beneficiaries of the Pell Grant program, and over 85 percent have zero eligibility indexes. These figures are consistent with the fact that 87 percent of our students come from families with incomes below the poverty level established by the U.S. Office of Management and Budget. A total of 23 percent of enrolled students are beneficiaries of Federal loans under the guaranteed student loan, national direct student loan, and nursing student loan programs.

Catholic University is strongly committed to orienting the youth of our island with respect to the importance of higher education and the alternatives and means available for securing a higher education.

Catholic University has a strong counseling and recruitment plan spearheaded by the preuniversity relations division of our admissions office. Through this office we contact both public and private high schools in all of the seven educational regions of the island and coordinate tailor-made orientations.

The orientation activities provided by our admissions office are complemented by our financial aid office which also provides onsite orientations to many island high schools. Over 22,000 students have received orientation in preparation for the 1983-84 academic year.

The dramatic increase in the number of individuals enrolled in institutions of higher education in Puerto Rico, which rose from 43,308 in 1968 to 151,893 in 1983, clearly demonstrates that we are conscious of the important role that higher education plays in preparing our youth to deal with our socioeconomic realities and our continued technological advancement.

Despite this awareness of the importance of higher education, we are also acutely aware that the progress made to date and that projected for the future is dependent on the continuation and expansion of Federal assistance programs. These programs have made it possible for the higher-cost private institutions of higher education in Puerto Rico to absorb the increasing number of individuals that are, by virtue of the same programs, able to pursue a higher education but who cannot be attended to by our public university system. The fact that Federal assistance accounts for over 75 percent of the operating budgets of the private universities in Puerto Rico only supports the reality that without such assistance the higher education needs of our island could not be met.

In addition to the financial aid programs, institutions, both public and private, have been able to broaden access to higher education in Puerto Rico through a variety of other federally-funded programs, such as the TRIO programs and the High School Equivalency program. Catholic University, being totally committed to the expansion of access to higher education for all Hispanics, strongly supports the continuation of the TRIO programs, the High School Equivalency programs, and the College Assistance Migrant programs, which are all providing much needed services to upgrade the basic skills necessary for many disadvantaged youth, both Hispanics and non-Hispanics, to survive and succeed in higher education.

Our federally funded bilingual education program has allowed us to prepare regular teachers to absorb in an effective manner the increasing number of Hispanic students who migrated from the mainland to Puerto Rico. Our masters degree in psychiatric nursing, funded by the National Institute of Mental Health, was established to meet the need for a program that would train our nurses to work effectively in mental health settings.

Catholic University has also sought to meet the needs of local industry and enhance employment opportunities through its institutionally subsidized continuing education program. This division has addressed itself to the needs of the health services community by developing the continuing education curricula and seminars mandated by Commonwealth law for professional licensing renewal in the fields of nursing and hospital administration. Presently, Catholic University is highly committed to providing the state mandated training at hospitals across the island and we are currently working on expanding this program in order to include training for practitioners in mortuary science and medical technology.

In addition, this year we established an evening MBA project at Syntex, a pharmaceutical company in Humacao. This project came about as a result of the company's interest in providing for the professional development of their management personnel. Also in the field of business administration Catholic University is working in conjunction with the Puerto Rico Manufacturer's Association on the establishment of a center for management development designed to meet the professional development needs of the island's management level personnel.

With reference to recommendations on amending or expanding Federal programs, there are several which can be made. As the demand for higher education continues to increase, the pressure on our private institutions increases. Full funding of title VII and an awareness that the expansion in higher education in Puerto Rico is concentrated in the private institutions versus the fact that major expansion on the mainland is concentrated in the public institutions, is necessary. The possibility of earmarking funds for the development of nonpublic institutions would be of utmost benefit to our private institutions which are currently faced with the urgent need to construct and renovate institutional facilities to meet the demands of a growing student population.

With the increased demand for higher education, our institutions as well as stateside institutions must work diligently to provide the remedial services needed to raise the skill levels of our youth so that they may achieve the full benefit of a higher education and be ready to enter the highly competitive labor market in Puerto Rico or in the States. As indicated by the National Committee of Excellence in Education, the Federal Government should help meet the needs of the disadvantaged, handicapped, minorities and other special need groups. Instead of cutting back, we should be seeking continued support for TRIO, HEP, CAMP, and other categorical programs that were designed to meet these needs.

Title III funding should receive full support, and we ask the members of the subcommittee to recall the fact that Congress itself realized from 1982 funding results that there was not sufficient sensitivity to the needs of Hispanic institutions and proceeded to earmark $5 million of a $10 million special supplemental appropriation for Hispanic institutions. Given the additional information Puerto Rican institutions have imparted through these hearings, we would ask that the subcommittee evaluate the needs of our institutions and consider amending title III legislation so that it may include language which would guarantee equal treatment for historically Hispanic institutions.

We also fully support the science and math initiatives which call for the Federal Government to take the lead in improving the quality of math and science instruction in the Nation's schools. Puerto Rico fully supports these initiatives to upgrade science and math instruction given the fact that, as on the mainland, expansion in our labor market has been concentrated in highly technological fields.

In addition, we support the initiative to increase Federal aid for graduate students by restoring fellowship and traineeship grant programs as well as by tapping the never-used provision in student aid law that allows the Secretary of Education to set higher guaranteed student loan limits for exceptionally expensive graduate programs.

With respect to the Pell grant program, it is refreshing to note that the administration's legislative proposal for a "self-help grant program", as published in the March 21 Federal Register, has not been enacted. Yet the Pell grant family contribution schedule, which the Education Department has submitted to Congress, includes significant increases in the discretionary income which families would have to contribute toward the educational costs of their children. We would urge Congress to reject these eligibility tables and instruct the Education Department to update the 1983-84 tables for inflation.

Finally, as we approach reauthorization of the Higher Education Act of 1965, in an atmosphere calling for consolidation of programs, cutbacks, increased family and student participation, block grants and new Federalism, we must not lose sight of the fact that cutbacks in education will have severe ramifications of national consequence. Hispanic access to higher education depends on continued and increased Federal funding and the destiny of our island, as well as our Nation, lies in higher education.

[The prepared statement of Gilda Rivera follows:]

Prepared Statement of Jaime B. Fuster, President, Catholic University of Puerto Rico

MR. CHAIRMAN AND MEMBERS OF THE HOUSE SUBCOMMITTEE ON POSTSECONDARY EDUCATION, I BID YOU ALL A GOOD MORNING AND WELCOME YOU TO THE CITY OF PONCE. I AM GILDA RIVERA AND I AM HERE REPRESENTING DR. JAIME FUSTER, PRESIDENT OF CATHOLIC UNIVERSITY OF PUERTO RICO. AS DR. FUSTER EXPRESSED IN HIS LETTER TO MR. PAUL SIMON, CHAIRMAN OF THE SUBCOMMITTEE; THE SHORT NOTICE OF HIS INVITATION TO PARTICIPATE IN THESE HEARINGS AND PREVIOUSLY SCHEDULED COMMITTMENTS WHICH COULD NOT BE POSTPONED, DID NOT PERMIT DR. FUSTER TO BE PRESENT HERE TODAY TO MAKE HIS TESTIMONY PERSONALLY.

CATHOLIC UNIVERSITY OF PUERTO RICO IS THE THIRD LARGEST OF THE NINE MAJOR ACCREDITED INSTITUTIONS OF HIGHER EDUCATION IN PUERTO RICO AND IS DEPENDENT ON TUITION AND FEES FOR 93% OF ITS OPERATING BUDGET. IT IS THE ONLY MAJOR INSTITUTION OF HIGHER EDUCATION WHOSE MAIN CAMPUS AND CENTRAL ADMINISTRATION IS LOCATED OUTSIDE OF THE SAN JUAN METROPOLITAN AREA. FOUNDED IN 1948, CATHOLIC UNIVERSITY BEGAN OPERATING IN PONCE WITH AN ENROLLMENT OF 192 STUDENTS. PRESENTLY, CATHOLIC UNIVERSITY HAS IN ADDITION TO ITS MAIN CAMPUS IN PONCE; THREE (3) CENTERS LOCATED IN THE COSTAL REGIONS OF ARECIBO, GUAYAMA AND MAYAGUEZ AND FOUR (4) EXTENSIONS LOCATED IN THE INTERIOR TOWNS OF COAMO, CASTAÑER, CAGUAS AND CAROLINA. THESE CAMPUSES ALLOW US TO SERVE THE EDUCATIONAL NEEDS OF 13,048 STUDENTS, 4,627 MALES AND 8,421 FEMALES OF WHICH 90% ARE PUBLIC SCHOOL GRADUATES, 8% PRIVATE SCHOOL GRADUATES AND 2% GED GRADUATES. OUR TOTAL ENROLLMENT IS DISTRIBUTED IN THE FOLLOWING MANNER: 12,109 UNDERGRADUATE STUDENTS: 470 GRADUATE STUDENTS; 287 LAW STUDENTS; 182 NON-DEGREE STUDENTS: WITH 73% OF OUR STUDENT BODY BEING SERVED BY OUR MAIN CAMPUS IN PONCE.

OUR PRESENT ENROLLMENT REFLECTS AN OVERALL INCREASE OF 47% IN THE LAST TEN YEARS, WHICH COINCIDES WITH THE ADVENT OF THE BASIC GRANT PROGRAM. OF THE 12,109 UNDERGRADUATE STUDENTS ENROLLED IN OUR INSTITUTION FOR THE 1982-83 ACADEMIC YEAR; 94.6% ARE BENEFICIARIES OF THE PELL GRANT PROGRAM AND OVER 85% HAVE ZERO (0) ELIGIBILITY INDEXES. THESE FIGURES ARE CONSISTENT WITH THE FACT THAT 87% OF OUR STUDENTS COME FROM FAMILIES WITH INCOMES BELOW THE POVERTY LEVEL ESTABLISHED BY THE U. S. OFFICE OF MANAGEMENT AND BUDGET. SEVENTY-FOUR PERCENT OF OUR TOTAL ENROLLMENT COMPLETED OUR INSTITUTIONAL FINANCIAL AID APPLICATIONS, 94% QUALIFIED FOR CAMPUS BASED AND STATE AID WITH THE REMAINDER QUALIFYING FOR GSL. TEN PERCENT OF OUR FINANCIAL AID APPLICANTS, OR 8% OF OUR TOTAL ENROLLMENT OBTAINED GUARANTEED STUDENTS LOANS TOTALING $2,259,950 WITH 63% OF THESE FUNDS CORRESPONDING TO 52% OF THE TOTAL ENROLLMENT IN OUR GRADUATE AND LAW SCHOOL. A TOTAL OF 23% OF ENROLLED STUDENTS ARE BENEFICIARIES OF FEDERAL LOANS UNDER THE GUARANTEED STUDENT LOAN, NATIONAL DIRECT STUDENT LOAN, AND NURSING STUDENT LOAN PROGRAMS.

CATHOLIC UNIVERSITY IS STRONGLY COMMITTED TO ORIENTING THE YOUTH OF OUR ISLAND WITH RESPECT TO THE IMPORTANCE OF HIGHER EDUCATION AND THE ALTERNATIVES AND MEANS AVAILABLE FOR SECURING A HIGHER EDUCATION.

CATHOLIC UNIVERSITY HAS A STRONG COUNSELING AND RECRUITMENT PLAN SPEARHEADED BY THE PRE-UNIVERSITY RELATIONS DIVISION OF OUR ADMISSIONS OFFICE. THROUGH THIS OFFICE WE CONTACT BOTH PUBLIC AND PRIVATE HIGH SCHOOLS IN ALL OF THE SEVEN EDUCATIONAL REGIONS OF THE ISLAND AND COORDINATE TAILOR MADE ORIENTATIONS. IN OUR INITIAL CORRESPONDENCE WITH EACH SCHOOL, WE ASK THE GUIDANCE COUNSELORS TO IDENTIFY THE MAJOR ORIENTATION NEEDS OF THEIR STUDENTS, SO THAT EACH ORIENTATION IS GEARED TO MEET THE SPECIFIC NEEDS OF THE STUDENTS ATTENDING DIFFERENT HIGH SCHOOLS. THE ORIENTATION ACTIVITIES PROVIDED BY OUR ADMISSIONS OFFICE ARE COMPLIMENTED BY OUR FINANCIAL AID OFFICE WHICH ALSO PROVIDE ON-SITE ORIENTATIONS TO MANY ISLAND HIGH SCHOOLS ORIENTING STUDENTS WITH RESPECT TO THE PURPOSE OF FINANCIAL AID, THE DIFFERENT TYPES OF AID AVAILABLE, ELIGIBILITY AND APPLICATION REQUIREMENTS AND INSTITUTIONAL PROCEDURES AND POLICY. EACH UNIVERSITY CENTER AND EXTENSION PARTICIPATES IN THE RECRUITMENT AND COUNSELING EFFORT BY PROVIDING ORIENTATIONS AND OTHER RELATED ACTIVITIES TO THE SECONDARY SCHOOLS IN THEIR IMMEDIATE AREA. OVER 22,000 STUDENTS HAVE RECEIVED ORIENTATION IN PREPARATION FOR THE 1983-84 ACADEMIC YEAR.

IN ADDITION TO ORIENTATIONS, OUR MAIN CAMPUS ADMISSIONS OFFICE PARTICIPATES IN COLLEGE DAY FAIRS AND HOSTS, MANY SPECIAL ACTIVITIES SUCH AS OPEN HOUSES, SCIENCE FAIRS AND PARTICIPATES IN PUERTO RICO PERSONNEL GUIDANCE CONVENTION. CATHOLIC UNIVERSITY HOSTED THREE, ONE DAY COLLEGE ORIENTATION SEMINARS FOR PUBLIC AND PRIVATE HIGH SCHOOL COUNSELORS IN

WHICH BOTH, PUBLIC AND PRIVATE UNIVERSITIES PARTICIPATED. IN ADDITION, WE HAVE A HIGH SCHOOL HONOR PROGRAM THROUGH WHICH WE INVITE ACADEMICALLY GIFTED PUBLIC AND PRIVATE HIGH SCHOOL STUDENTS TO ENROLL IN MAXIMUN OF SIX (6) CREDITS PER SEMESTER. THESE STUDENTS ARE AUTOMATICALLY GIVEN A SCHOLARSHIP EQUAL TO 50% OF THEIR TUITION COSTS. THOSE STUDENTS INTERESTED IN A FULL OR 3/4 SCHOLARSHIP MUST COMPLETE OUR FINANCIAL AID APPLICATION AND UNDERGO A FINANCIAL NEED ANALYSIS.

WE ALSO SPONSOR AND HOST ANNUAL LEADERSHIP SEMINARS FOR HIGH SCHOOL GRADUATING CLASS PRESIDENTS FROM ALL OVER THE ISLAND. THIS PAST YEAR, 50 SENIOR CLASS PRESIDENTS PARTICIPATED IN THE SEMINAR THAT WAS OFFERED. IN ADDITION, THIS PAST YEAR WE LAUNCHED OUR FIRST RECRUITMENT CAMPAIGN IN THE STATES; VISITING A TOTAL OF 15 HIGH SCHOOLS IN THE NEW YORK METROPOLITAN AREA WITH AN EMPHASIS ON ATTRACTING HISPANICS INTERESTED IN SECURING A BILINGUAL EDUCATION.

DURING PUERTO RICO'S "ORIENTATION WEEK", CATHOLIC UNIVERSITY TRADITIONALLY WORKS IN CONJUCTION WITH LOCAL HIGH SCHOOLS COORDINATING RESOURCES AND OFFERING THE STUDENTS OF THESE HIGH SCHOOLS SEMINARS ON TOPICS SUCH AS PERSONAL HEALTH, INTERPERSONAL RELATIONS, MARRIAGE AND OTHER RELATED TOPICS. OUR CONTINUOUS EFFORTS AND THE EXPANSION OF FINANCIAL AID PROGRAMS HAVE PERMITTED US TO SEE A CONSISTENT INCREASE IN THE NUMBER OF APPLICANTS TO CATHOLIC UNIVERSITY AS IS REFLECTED BY OUR INCREASED ENROLLMENT.

THE DRAMATIC INCREASE IN THE NUMBER OF INDIVIDUALS ENROLLED IN INSTITUTIONS OF HIGHER EDUCATION IN PUERTO RICO, WHICH ROSE FROM 43,308 IN 1968 TO 151,893 IN 1983, CLEARLY DEMONSTRATES THAT WE ARE CONSCIOUS OF THE IMPORTANT ROLE THAT HIGHER EDUCATION PLAYS IN PREPARING OUR YOUTH TO DEAL WITH OUR SOCIO-ECONOMIC REALITIES AND OUR CONTINUED TECHNOLOGICAL ADVANCEMENT. DESPITE THIS AWARENESS OF THE IMPORTANCE OF HIGHER EDUCATION, WE ARE ALSO ACUTELY AWARE THAT THE PROGRESS MADE TO DATE AND THAT PROJECTED FOR THE FUTURE IS DEPENDENT ON THE CONTINUATION AND EXPANSION OF FEDERAL ASSISTANCE PROGRAMS. THESE PROGRAMS HAVE MADE IT POSSIBLE FOR THE HIGHER-COST PRIVATE INSTITUTIONS OF HIGHER EDUCATION IN PUERTO RICO TO ABSORB THE INCREASING NUMBER OF INDIVIDUALS THAT ARE BY VIRTUE OF THE SAME PROGRAMS ABLE TO PURSUE A HIGHER EDUCATION, BUT WHO CANNOT BE ATTENDED TO BY OUR PUBLIC UNIVERSITY SYSTEM. THE FACT THAT FEDERAL ASSISTANCE ACCOUNTS FOR OVER 75% OF THE OPERATING BUDGETS OF THE PRIVATE UNIVERSITIES IN PUERTO RICO ONLY SUPPORTS THE REALITY THAT WITHOUT SUCH ASSISTANCE, THE HIGHER EDUCATION NEEDS OF OUR ISLAND COULD NOT BE MET.

IN ADDITION TO THE FINANCIAL AID PROGRAMS, INSTITUTIONS BOTH PRIVATE AND PUBLIC HAVE BEEN ABLE TO BROADEN ACCESS TO HIGHER EDUCATION IN PUERTO RICO THROUGH A VARIETY OF OTHER FEDERALLY FUNDED PROGRAMS SUCH AS THE TRIO PROGRAMS AND THE HIGH SCHOOL EQUIVALENCY PROGRAM. CATHOLIC UNIVERSITY BEING TOTALLY COMMITTED TO THE EXPANSION OF ACCESS TO HIGHER EDUCATION FOR ALL HISPANICS STRONGLY SUPPORTS THE CONTINUATION OF THE

TRIO PROGRAMS, THE HIGH SCHOOL EQUIVALENCY PROGRAMS, AND THE COLLEGE ASSISTANCE MIGRANT PROGRAMS, WHICH ARE ALL PROVIDING MUCH NEEDED SERVICES TO UPGRADE THE BASIC SKILLS NECESSARY FOR MANY DISADVANTAGED YOUTH, BOTH HISPANICS AND NON-HISPANICS, TO SURVIVE AND SUCCEED IN HIGHER EDUCATION.

THE CATHOLIC UNIVERSITY OF PUERTO RICO ENJOYS THE BENEFITS OF HAVING A SPECIAL SERVICES PROGRAM AND THE ONLY HIGH SCHOOL EQUIVALENCY PROGRAM IN PUERTO RICO. A RECENT FOLLOW-UP STUDY OF OUR SPECIAL SERVICES PROGRAM WHICH HAD A 69% RESPONSE RATE; DEMONSTRATED THAT 85% OF THE RESPONDEES SERVED IN THE 10 YEARS THAT THE PROGRAM HAS BEEN OPERATIONAL, HAVE OBTAINED PROGRAM GOALS. OF THESE, 62% ARE CURRENTLY STUDYING AT CATHOLIC UNIVERSITY, 19% HAVE GRADUATED FROM CATHOLIC UNIVERSITY AND ANOTHER 19% HAVE GRADUATED FROM OTHER UNIVERSITIES.

THE HIGH SCHOOL EQUIVALENCY PROGRAM ATTRACTS STUDENTS FROM MIGRANT AND SEASONAL FARMWORKER FAMILIES AND IN ITS 10 YEARS OF SERVICE IN PUERTO RICO HAS MAINTAINED A 92% SUCCESS RATE FOR PROGRAM PARTICIPANTS. SINCE 1978-79 AN AVERAGE OF 60% OF HEP GRADUATES GO ON TO COLLEGE, 51% OF WHICH ENROLL AT CATHOLIC UNIVERSITY.

GIVEN THE REALITY THAT MANY TALENTED YOUTH ACROSS OUR NATION ARE GRADUATING FROM HIGH SCHOOL WITH SIGNIFICANT DEFICIENCIES IN MATH AN LANGUAGE SKILLS, WE MUST RESPOND TO THE NEED TO UPGRADE THE SKILLS OF THESE YOUTHS WITH THE END OF MAXIMIZING AVAILABLE HUMAN RESOURCES IN ORDER TO MEET THE HEAD ON CHALLENGE OF OUR CONTINUED TECHNOLOGICAL

ADVANCEMENT. WE CAN ONLY ACCOMPLISH THIS GOAL BY COMMITTING OURSELVES THROUGH CONTINUED FUNDING FOR THESE DIRELY NEEDED PROGRAMS.

TO DATE, CATHOLIC UNIVERSITY HAS BEEN FORTUNATE TO HAVE OBTAINED FEDERAL SUPPORT FROM DIFFERENT AGENCIES WHICH HAVE ALLOWED OUR INSTITUTION TO OFFER MOTIVATING LEARNING EXPERIENCES FOR OUR STUDENTS AND PROVIDE EDUCATIONAL SERVICES GEARED TO MEET SOME OF THE CRITICAL NEEDS OF OUR COMMUNITY. THE FORMER HAVE BEEN ACCOMPLISHED BY OUR BIOMEDICAL RESEARCH AND MARC PROGRAMS, BOTH OF WHICH ARE FUNDED BY THE NATIONAL INSTITUTE OF HEALTH. OUR BIOMEDICAL RESEARCH PROGRAM, WHICH HAS BEEN IN OPERATION SINCE 1972 AND IS CURRENTLY FUNDED UNTIL 1987, HAS SERVED TO PROVIDE EXPERIENCES IN BIOMEDICAL RESEARCH BENEFICIAL TO OUR STUDENTS AS WELL AS OUR FACULTY BUT MOST ESPECIALLY HAS SERVED TO MOTIVATE PARTICIPATING STUDENTS TO PURSUE GRADUATE STUDIES IN BIOMEDICAL FIELDS. OUR MARC PROGRAM, WHICH IS FUNDED UNTIL 1985 ALSO PROVIDES EXCELLENT LEARNING EXPERIENCES AND THROUGH ITS SPECIALIZED COURSE LOAD ASSISTS PROGRAM PARTICIPANTS IN REALIZING THE PROGRAM GOAL OF GRADUATE STUDY IN THE SCIENCES.

WITH RESPECT TO MEETING THE SPECIAL NEEDS OF LOCAL INDUSTRY AND THE GENERAL NEEDS OF THE LABOR FORCE, CATHOLIC UNIVERSITY HAS CONSISTENTLY COMMITTED ITSELF TO SEEKING FEDERAL FUNDING AS WELL AS UTILIZING INSTITUTIONAL FUNDS FOR JUST THIS PURPOSE. PUERTO RICO SUFFERED A CRISIS DUE TO THE LACK OF TEACHERS PREPARED TO MEET THE NEEDS OF HANDICAPPED CHILDREN IN OUR PUBLIC AND PRIVATE SCHOOL SYSTEM. THROUGH A

MAINSTREAMING GRANT, WHICH WAS FUNDED FOR FIVE YEARS, CATHOLIC UNIVERSITY ADDRESSED ITSELF, IN ITS FIRST PROGRAM YEAR, TO PREPARING REGULAR CLASSROOM TEACHERS TO BECOME SPECIAL EDUCATION TEACHERS. IN THE REMAINING PROGRAM YEARS, REGULAR CLASSROOM TEACHERS RECEIVED THE TRAINING NECESSARY TO ENABLE THEM TO ABSORB THE HANDICAPPED CHILDREN THAT WERE BEING "MAINSTREAMED" INTO REGULAR CLASSES. OUR BILINGUAL EDUCATION PROGRAM, ALSO FEDERALLY FUNDED, ALLOWED US TO PREPARE REGULAR TEACHERS TO ABSORB IN AN EFFECTIVE MANNER THE INCREASING NUMBER OF HISPANIC STUDENTS WHO MIGRATED FROM THE MAINLAND TO PUERTO RICO. OUR MASTERS DEGREE IN PSYCHIATRIC NURSING, FUNDED BY THE NATIONAL INSTITUTE OF MENTAL HEALTH, WAS ESTABLISHED TO MEET THE NEED FOR A PROGRAM THAT WOULD ENABLE OUR NURSES TO WORK EFFECTIVELY IN MENTAL HEALTH SETTINGS.

CATHOLIC UNIVERSITY HAS ALSO SOUGHT TO MEET THE NEEDS OF LOCAL INDUSTRY AND ENHANCE EMPLOYMENT OPPORTUNITIES THROUGH ITS INSTITUTIONALLY SUBSIDIZED CONTINUING EDUCATION PROGRAM. AT THE CONTINUED REQUEST OF LOCAL EMPLOYERS AND UNEMPLOYED PROFESSIONALS WE HAVE BEEN OFFERING BASIC PROGRAMMING AND WORD PROCESSING COURSES. THIS DIVISION HAS ALSO ADDRESSED ITSELF TO THE NEEDS OF THE HEALTH SERVICES COMMUNITY BY DEVELOPING THE CONTINUING EDUCATION CURRICULUMS AND SEMINARS MANDATED BY COMMONWEALTH LAW FOR PROFESSIONAL LICENSING RENEWAL IN THE FIELDS OF NURSING AND HOSPITAL ADMINISTRATION. PRESENTLY, CATHOLIC UNIVERSITY IS HIGHLY COMMITTED TO PROVIDING THE STATE MANDATED TRAINING AT HOSPITALS

ACROSS THE ISLAND AND WE ARE CURRENTLY WORKING ON EXPANDING THIS PROGRAM IN ORDER TO INCLUDE TRAINING FOR PRACTICIONERS IN MORTUARY SCIENCE AND MEDICAL TECHNOLOGY.

CATHOLIC UNIVERSITY FURTHER AFFIRMED ITS COMMITTMENT TO MEET THE EDUCATIONAL NEEDS OF THE COMMUNITY BY OPENING AN EXTENSION OF THE UNIVERSITY IN THE RURAL COMMUNITY OF CASTAÑER. AT THE REQUEST OF THE MENONITE HOSPITAL THAT SERVES THIS RURAL TOWN, CATHOLIC UNIVERSITY IS PROVIDING CLASSROOM TRAINING, INDEPENDENT STUDY AND ADVANCED PLACEMENT OPPORTUNITIES FOR THE PROFESSIONAL DEVELOPMENT OF THE ASSOCIATE DEGREE AND LICENSED PRACTICAL NURSES SERVING AT THAT HOSPITAL. CATHOLIC UNIVERSITY HAS PROVIDED THESE NURSES WITH THE OPPORTUNITY TO ENHANCE THEIR PROFESSIONAL TRAINING IN THEIR IMMEDIATE COMMUNITY AND SHORTENED THE LENGTH OF TIME THAT THEY WOULD BE REQUIRED TO COMMUTE OR RELOCATE TEMPORARILY IN ORDER TO OBTAIN ADVANCED NURSING DEGREES.

IN ADDITION, THIS YEAR WE ESTABLISHED AN EVENING MBA PROJECT AT SYNTEX, A PHARMACEUTICAL COMPANY IN HUMACAO. THIS PROJECT CAME ABOUT AS THE RESULT OF THIS COMPANY'S INTEREST IN PROVIDING FOR THE PROFESSIONAL DEVELOPMENT OF THEIR MANAGEMENT PERSONNEL. ALSO IN THE FIELD OF BUSINESS ADMINISTRATION, CATHOLIC UNIVERSITY IS WORKING IN CONJUNCTION WITH THE PUERTO RICO MANUFACTURER'S ASSOCIATION ON THE ESTABLISHMENT OF A CENTER FOR MANAGEMENT DEVELOPMENT DESIGNED TO MEET THE PROFESSIONAL DEVELOPMENT NEEDS OF THE ISLAND'S MANAGEMENT LEVEL PERSONNEL.

WITH REFERENCE TO RECOMMENDATIONS ON AMENDING OR EXPANDING FEDERAL PROGRAMS TO IMPROVE ACCESS, CHOICE AND RETENTION OF STUDENTS IN HIGHER EDUCATION, THERE ARE SEVERAL WHICH CAN BE MADE. AS THE DEMAND FOR HIGHER EDUCATION CONTINUES TO INCREASE THE PRESSURE ON OUR PRIVATE INSTITUTIONS INCREASES. FULL FUNDING OF TITLE VII AND AN AWARENESS THAT THE EXPANSION IN HIGHER EDUCATION IN PUERTO RICO IS CONCENTRATED IN THE PRIVATE INSTITUTIONS VS THE FACT THAT MAJOR EXPANSION ON THE MAINLAND IS CONCENTRATED IN THE PUBLIC INSTITUTIONS IS NECESSARY. THE POSSIBILITY OF EARMARKING FUNDS FOR THE DEVELOPMENT OF NON-PUBLIC INSTITUTIONS WOULD BE OF UTMOST BENEFIT TO OUR PRIVATE INSTITUTIONS WHICH ARE CURRENTLY FACED WITH THE URGENT NEED TO CONSTRUCT AND RENOVATE INSTITUTIONAL FACILITIES TO MEET THE DEMANDS OF A GROWING STUDENT POPULATION.

WITH THE INCREASED DEMAND FOR HIGHER EDUCATION, OUR INSTITUTIONS AS WELL AS STATESIDE INSTITUTIONS, MUST WORK DILIGENTLY TO PROVIDE THE REMEDIAL SERVICES NEEDED TO RAISE THE SKILL LEVELS OF OUR YOUTH SO THAT THEY MAY ACHIEVE THE FULL BENEFIT OF A HIGHER EDUCATION AND BE READY TO ENTER THE HIGHLY COMPETITIVE LABOR MARKET IN PUERTO RICO OR IN THE STATES. AS INDICATED BY THE NATIONAL COMMITTEE OF EXCELLENCE IN EDUCATION, THE FEDERAL GOVERNMENT SHOULD HELP MEET THE NEEDS OF THE DISADVANTAGED, HANDICAPPED, MINORITIES AND OTHER SPECIAL NEED GROUPS. INSTEAD OF CUTTING BACK, WE SHOULD BE SEEKING CONTINUED SUPPORT FOR TRIO, HEP, CAMP, AND OTHER CATEGORICAL PROGRAMS THAT WERE DESIGNED TO MEET THESE NEEDS.

TITLE III FUNDING SHOULD RECEIVE FULL SUPPORT AND WE ASK THE MEMBERS OF THE SUBCOMMITTEE TO RECALL THE FACT THAT CONGRESS ITSELF REALIZED FROM 1982 FUNDING RESULTS THAT THERE WAS NOT SUFFICIENT SENSITIVITY TO THE NEEDS OF HISPANIC INSTITUTIONS AND PROCEEDED TO EARMARK FIVE MILLION DOLLARS OF A TEN MILLION DOLLAR SPECIAL SUPPLEMENTAL APPROPRIATION FOR HISPANIC INSTITUTIONS. GIVEN THE ADDITIONAL INFORMATION THE PUERTO RICAN INSTITUTIONS HAVE IMPARTED THROUGH THESE HEARINGS, WE WOULD ASK THAT THE SUBCOMMITTEE EVALUATE THE NEEDS OF OUR INSTITUTIONS AND CONSIDER AMENDING TITLE III LEGISLATION SO THAT IT MAY INCLUDE LANGUAGE WHICH WOULD GUARANTEE EQUAL TREATMENT FOR HISTORICALLY HISPANIC INSTITUTIONS.

WE ALSO FULLY SUPPORT THE SCIENCE AND MATH INITIATIVES WHICH CALL FOR THE FEDERAL GOVERNMENT TO TAKE THE LEAD IN IMPROVING THE QUALITY OF MATH AND SCIENCE INSTRUCTION IN THE NATION'S SCHOOLS. PUERTO RICO FULLY SUPPORTS THESE INITIATIVES TO UPGRADE SCIENCE AND MATH INSTRUCTION GIVEN THE FACT THAT, AS ON THE MAINLAND, EXPANSION IN OUR LABOR MARKET HAS BEEN CONCENTRATED IN HIGHLY TECHNOLOGICAL FIELDS.

IN ADDITION, WE SUPPORT THE INITIATIVE TO INCREASE FEDERAL AID FOR GRADUATE STUDENTS BY RESTORING FELLOWSHIP AND TRAINEESHIP GRANT PROGRAMS AS WELL AS BY TAPPING THE NEVER-USED PROVISION IN STUDENT AID LAW THAT ALLOWS THE SECRETARY OF EDUCATION TO SET HIGHER GSL LIMITS FOR EXCEPTIONALLY EXPENSIVE GRADUATE PROGRAMS.

WITH RESPECT TO THE PELL GRANT PROGRAM IT IS REFRESHING TO NOTE THAT THE ADMINISTRATION'S LEGISLATIVE PROPOSAL FOR A "SELF-HELP GRANT PROGRAM" AS PUBLISHED IN THE MARCH 21 FEDERAL REGISTER HAS NOT BEEN ENACTED. YET THE PELL GRANT FAMILY CONTRIBUTION SCHEDULE WHICH THE EDUCATION DEPARTMENT HAS SUBMITTED TO CONGRESS INCLUDES SIGNIFICANT INCREASES IN THE DISCRETIONARY INCOME WHICH FAMILIES WOULD HAVE TO CONTRIBUTE TOWARD THE EDUCATIONAL COSTS OF THEIR CHILDREN. WE URGE CONGRESS TO REJECT THESE ELIGILITY TABLES AND INSTRUCT THE EDUCATION DEPARTMENT TO UPDATE THE 1983-84 TABLES FOR INFLATION.

FINALLY, AS WE APPROACH REAUTHORIZATION OF THE HIGHER EDUCATION ACT OF 1965 IN AN ATMOSPHERE CALLING FOR CONSOLIDATION OF PROGRAMS, CUTBACKS, INCREASED FAMILY AND STUDENT PARTICIPATION, BLOCK GRANTS AND NEW FEDERALISM, WE MUST NOT LOSE SIGHT OF THE FACT THAT CUTBACKS IN EDUCATION WILL HAVE SEVERE RAMIFICATIONS OF NATIONAL CONSEQUENCE. HISPANIC ACCESS TO HIGHER EDUCATION DEPENDS ON CONTINUED AND INCREASED FEDERAL FUNDING AND THE DESTINY OF OUR ISLAND, AS WELL AS OUR NATION, LIES IN HIGHER EDUCATION.

Mr. CORRADA. Thank you, Miss Rivera, for presenting the testimony of Dr. Jaime Fuster.

We will now listen to the representative of Ruth Fortunato de Calzada, dean and director of the Ponce Technological University College of the University of Puerto Rico.

STATEMENT OF ALICE MURILLO PEREZ, REPRESENTING RUTH FORTUNATO de CALZADA

Ms. PEREZ. Good morning, Congressman Corrada, and other distinguished members of the House Education and Labor Committee and the congressional Hispanic Caucus. My name is Alice Murillo Perez and I am here representing our dean and director, Ruth Fortunato de Calzada, who had previous commitments and could not be here.

Ponce Technological University College, previously Ponce Regional College, is a coeducational and bilingual 2- and 4-year unit which operates under the administration of regional colleges, which in turn is an administrative unit within the University of Puerto Rico. It is the only state-supported educational institution of higher education in the southern area of the Island of Puerto Rico.

The student body of our college reached a total of 1,555 for the academic year 1982–83, of which 39 percent were male and 61 percent were female. The majority of the students, 57 percent, registered in the technical programs, while 38 percent registered in transfer program and 4 percent in the two newly implemented bachelor degree programs.

A high proportion of our students are under the age of 22 and come from local public schools. Every year new students arrive with many academic deficiencies and a great majority have difficulty with their basic courses of mathematics, English, and Spanish.

In an attempt to reduce the freshman class attrition rate of 3.3 percent, remedial courses and tutoring sessions have been offered in these three basic areas.

Our student body is comprised 100 percent of minorities, of which over 70 percent come from families with net incomes below the poverty level minimum of $8,400. Therefore, the percentage of students receiving the Pell grant is understandably high at 96 percent; 310 students receive additional Federal financial aid which could be either SEOG continuing grant, SSIP incentive, SEOG initial, or the work-study program. Only two students applied for and received guaranteed Federal loans in the 1982–83 academic year.

A total of 1,682,459 was distributed among 1,488 students by the financial aid office between August of 1982 and April of 1983 of this year, of which 90 percent of these funds came from Federal grants.

Our counseling department, as well as the admissions office, maintains close coordination with area secondary schools for purposes of student orientation and recruitment.

College counselors, as well as faculty representatives, visit local public and private high schools during the first semester of each academic year in order to provide prospective applicants with detailed information on program offerings and general admission requirements.

In the 1982-83 academic year, 27 schools in 13 municipalities were visited offering orientation to 3,284 high school seniors.

We believe this link established with the area high schools to be effective in recruiting students based on the 1981-82 academic year statistics, which clearly shows that out of 32,997 students who were offered orientation through this program, 17 percent registered at Ponce Technological University College in the academic year 1982-83. It should be noted that this 17 percent does not include those students who did apply to our institution but did not meet the admissions requirements.

The Pell grant award has been the most successful Federal program in attracting students into higher education. This award provides economically disadvantaged students with limited or no resources the opportunity of obtaining a college degree. A decrease in award allocations for students failing to approve a minimum of 12 credit hours per semester should be an incentive for improving scholastic results and thus student retention. The Pell grant award, coupled with a Federal supplementary award, have provided out-of-town students with the possible option of residing close to campus, another factor which encourages retention.

Monthly stipends provided to veterans who pursue university studies have encouraged 47 candidates to enroll at our college. Of these, only four take part in the work study program and none have made use of the supplementary tutorial program offered to them.

On the other hand, the ROTC military program has attracted 82 candidates. These students incorporate military training courses into their program and qualify to attend a summer training session at Fort Bragg, N.C., with full expenses paid.

No economic incentive is offered during the first 2 years, but thereafter a monthly stipend of $100 is provided. Those attending summer camp receive $600. After attendance at Fort Bragg, students are more encouraged to continue their studies and their participation in ROTC.

Title III funding for practical skill improvement in chemistry, biology, and physics courses will be an incentive for retaining natural science students. Course offerings have expanded to include analytical chemistry and soon will include microbiology. Students can now opt to attend our college an additional year before transferring to one of the major units and, consequently, reducing their overall college expenditures.

In August of 1982 two new degree programs were implemented: a bachelor's degree in business administration and a bachelor's degree in secretarial science. The curricula established in these programs takes into account the training needs of local industry and employment opportunities available in the southern area of Puerto Rico. Courses such as word processing for secretaries and computer science for business students have been incorporated into the programs.

With the help of the Consulting Board of Industry and Commerce, we intend to maintain our two new programs, as well as other existing programs, up to date with the latest technology being used in industry, banking, and business. This process will assure better trained professionals who in turn will attract and maintain industry and business in the southern area and thus hopefully alleviate the regional unemployment rate which ranges from 18.5 percent in Coamo to 38.2 in Yauco.

Our college has been successful in implementing two special programs through the division of adult and continuing education. They are automotive technology and nursing. The automotive technology program has been designed to train mechanics in 6 months in 12 specialized areas. The employment opportunities in the local area assure these graduates a job upon completion of the program.

The B.S. program in nursing is being offered in coordination with the medical science unit of the University of Puerto Rico in Rio Piedras in an attempt to relieve the need for registered nurses on the island. This program seeks to offer courses to local practical nurses in order to facilitate their completion of a bachelor's degree.

Thirty-three general courses are offered in Ponce while the specialized core nursing courses must be approved in Rio Piedras. The program provides nurses who otherwise would not continue studying an opportunity to carry out their studies in Ponce for a few years before having to relocate to Rio Piedras for the specialized courses. In 3 years, 155 nurses have registered in the program. In the past year, a total registration of 1,519 divided among 8 professional nursing seminars was recorded. These seminars provide the nurses with credit hours toward the renewal of their license.

Specialized courses in conversational English and basic computer language have continuously been offered, complying with numerous petitions from local industry and commerce.

We are aware of the need for change in many of the existing Federal programs in order to assure maximum benefit of the limited funding available for fiscal year 1983 and thereafter.

We would like to comment on the recommended changes in the Pell grant. A required student-parent contribution of $800 minimum is being considered for computation in the total grant eligibility. This total has been surnamed the "student self-help" portion put in through summer or off-campus jobs. Requiring students to participate partially in college expenditures through part-time jobs is highly appraised because we consider it develops mature and responsible adults who will honor the education they have invested in.

Unfortunately, our students would suffer tremendously from such a measure because the inaccessible location of the college to industry, combined with limited transportation service in Ponce, would not allow students to move freely and quickly between the college and possible jobs. When you combined this factor with the unemployment rate in Ponce of 28.1 percent, we believe this project will be a total failure here and, thus, will hinder adversely the accessibility of a college education to our students.

The college's limited yearly budget, combined with high inflation rates and reduced Pell grant funds for students, would definitely reduce the percent of the 7,000 yearly high school graduates in the area that our college could feasibly and effectively serve.

Under the special needs program of title III, the Secretary of Education makes available each year to institutions that have historically served substantial numbers of black students not less than 50 percent of the amount they received under the strengthening developing institutions program in fiscal year 1979 of $27,035,000.

This funding set-aside measure is considered unfair to traditionally Hispanic institutions who are serving minorities and specifically at our institution, where the majority, 70 percent, fall below the poverty level minimum, as stated previously in this testimony.

With the enforcement of this measure, we can deduce that if title III funding is reduced, the amount allocated to the special needs program decreases, while the amount granted to institutions that have historically served black students remains fixed. Consequently, less funds would be available to all other competing institutions.

This definitely would hinder our possibilities of enhancing and developing our academic programs and management capabilities through title III funds. If we seek to attract and retain students, we need to progressively improve our programs and facilities. If local, Federal, and student financial aid budget cuts are being projected, then the survival of the educational institution is on the line.

Therefore, we ask you to consider the vital financial needs of the student body at Ponce Technological University College when you are amending existing Federal programs, in order to assure that a maximum number of our students can be professionally trained for improved employment opportunities.

Thank you.

Mr. CORRADA. Thank you for presenting your testimony.

Now we will ask some questions to the witnesses. I would like to start by asking some questions to Dr. Alemany. I would like you to elaborate a little bit on the land grant college status of Mayaguez campus, and particularly the statement made by you in your testimony that you are the only land grant college that has not actually received a grant of public land, or land script as provided under the Morrill Act of 1862.

Are there any lands that could feasibly be granted to you pursuant to that act, or any other suggestions or recommendations that you may have concerning this matter?

Dr. ALEMANY. Mr. Chairman, I think it has been another side. It seems to me that it has to be with the regional legislation. There is the 1862 act, the first Morrill Act, and then there is the 1890 Morrill Act, as amended. When Hawaii became a State in 1960, there was an allocation made of $6 million because in the enabling legislation Hawaii was granted the status of a land grant college.

There is a section in the first Morrill Act, section 4, that creates a perpetual fund that shall remain forever undiminished. Well, the States that had the land, they got the land, I think it was 30,000 acres per legislator. That is probably the reason why Hawaii got $6 million. They have three legislators.

Well, the States that did not have land, they were awarded script, and when there was no land or script, the territories later were awarded on the basis of the population. And since there is no script or land, it is not asking something for nothing. But to me, the idea of creating a perpetual fund that shall remain forever undiminished will provide a funding strength to our institution that certainly will allow us to be in a very good position.

In 1969, the colleges of the Virgin Islands and Guam were made land grant colleges for the purposes of receiving land—I shouldn't say land, but they were allowed by this law to receive money in lieu of the land that was not given to them. If I'm not wrong, I think they were given each $3 million for them to establish these perpetual funds, which is sort of an endowment fund. In my search, there is no evidence that shows Puerto Rico has ever been given that which I think in a way is an oversight.

Mr. CORRADA. Based on the population of Puerto Rico, which currently is 3.2 million, and if you were to apply this same concept of funds in lieu of property, what would be the amount that you would be suggesting for such a grant?

Dr. ALEMANY. If Hawaii were given $2 million per legislator, and according to our population we should have nine legislators, two Senators and seven Representatives, we should be entitled to $18 million, Mr. President.

Mr. CORRADA. And that would be in lieu of the land——

Dr. ALEMANY. In lieu of the land.

Mr. CORRADA. And what would be the use for that fund?

Dr. ALEMANY. The use for that fund would be to basically strengthen all of the offerings.

Let me say that the Morrill Act, or the Land Grant Act, to me is probably one of the best pieces of legislation that Congress ever enacted. If you think it created a system that actually has been the contribution of the United States to higher education, whereby it democratized education, but not only that, in making education available to the less privileged. So agriculture at the time in the States was a very important endeavor in life, and then industry. These types of universities not only democratize education but they provide for the development of the country by providing and by establishing careers that in my estimation are indispensible for development.

So, in spite of all the fiscal resources that our Nation has, there is no doubt in my mind that the most important resource is the human being. By being able to train the human being in these areas and in these endeavors, it has made the growth of the country visible and possible.

So, if you can see the contributions of the land grant institutions and the land grant system, it would be very hard to measure. I don't think there is a piece of legislation and a year more significant in Congress than 1862, because that is the year the Land Grant Act was enacted, the Homestead Act was enacted, and the USDA was created.

Mr. CORRADA. I have, as you probably know, introduced a bill in Congress that would provide funds. What would your position be if this could be phased in, the $18 million, not just in one Federal fiscal year, but that this could be phased in over a few years so that any budgetary problems or constraints might thus be relieved?

Dr. ALEMANY. I don't have to tell you that would be very acceptable and that would probably be the way to do it.

Mr. CORRADA. In connection with the Mayaguez campus, we all know, of course, it is particularly successful in providing the engineering, agricultural, technical preparation to many of our people. Now that President Reagan is talking about the Caribbean Basin

Initiative, do you believe that Mayaguez could play a role in the development of that initiative and in what manner, if any?

Dr. **Alemany**. That is a very important question, Mr. Chairman. I think we have a treasure. To start, let me say the United States spends billions and billions of dollars in helping the so-called underdeveloped countries of the world. Eighty percent of these countries are in the tropical belt, so the experiences that we gain in science and technology in our campus and in our island could be very well used for development.

Precisely, there is another point I would like to bring to you. Throughout the years, our institution has had an international flavor because we have had during some years as many as 600 students from the Caribbean and Latin America. That is a built-in way of providing for cooperation on a university-to-university basis, and in providing the scientists and professionals that the countries need for development. To me, in developing countries you need to develop people. I think we have been able to do this throughout the years, and it seems to me this could probably be eventually formalized and created as part of our institution what we could call an international center for the exchange of science, technology, and culture. That has been discussed in many instances, and to me we could certainly provide the basis for these undertakings which are of great value to us and of great value to the Mainland.

Mr. **Corrada**. I would like to mention in connection with your testimony about your concern regarding this proposal of requiring an $800 contribution as a family contribution or a self-help contribution to education. While the concept appears to be one that would encourage, obviously, self-help by the student and the student family, I am deeply concerned that it could have a very prejudicial impact, particularly in so many low-income students. Initially we in the Education and Labor Committee have had relatively negative attitudes toward that proposal. I am hopeful that eventually we will not go along with the suggestion.

But I would like you to elaborate a little bit on how you see such a proposal impacting your low-income students.

Ms. **Perez**. The problem we would have with our students is, first of all, in order for a student to qualify and meet that $800 minimum requirement, they definitely would have to get a job, probably out in town, and as I said, the transportation facilities here in Ponce would require a student probably to have 2 days a week, let's say, free, so he can move freely from the job to his institution.

Considering the fact it would be impossible for him to move from the institution to a job, his tendency would probably be to reduce his course load and spend less time preparing himself for his classes, which would then hurt his studies and probably his retention.

Obviously, students who can manage to probably get a job, besides their Pell grant aid or any other kind of aid they might have, they would probably use that little bit of difference to help their families in order that they can also continue their studies. When they are required to use this amount they get from any other part-time jobs to be included in their eligibility requirements, they definitely would probably consider dropping out of school and just getting a full-time job, just so they can probably help the families and continue to study.

I think the advantage we have at UPR here in Ponce is that the registration rate is really low, $15 per credit, so a citizen probably with little sacrifice could manage to continue their studies and aid their families in some way, at least until they can finish their studies, that way to assure their degree, even though it may just be a 2-year degree or a 4-year degree, possibly. But if they have to go out and work, they would definitely have to reduce their course load. That would extend their time in school and their probabilities of finishing.

Most students who come into our programs, who go into the technical programs moreso, are looking for a program where they can graduate quickly, finish their degree, and probably help their families right away. Now, if they have to extend their program for 3 or 4 years for a 2-year degree, that will probably hurt their possibilities of continuing or finishing their program.

Mr. CORRADA. Thank you.

Miss Rivera, one of the problems we found in the course of these hearings, when we had them in San Juan earlier on Friday and yesterday, was that it appears that in connection with institutions of higher learning in Puerto Rico, there has not been a strong tradition of endowments or strong private sector financial support for the institutions, as, for instance, in the U.S. mainland, where we know that the private sector, alumni associations, and different groups and organizations, including foundations, contribute significantly to the educational funds that are available to institutions of higher learning.

Do you find that, even in the case of Catholic University, that you face that problem? I saw in today's paper the President of Banco Popular giving Dr. Fuster a check for $20,000. By the way, last night I saw my good friend, Hector Ralezma and also Dr. Jaime Fuster at the dinner we had, and of course I am very pleased to see this in today's paper. But, frankly, I must admit that it is not frequently that I see these kinds of contributions to our institutions of higher learning.

Could you comment on how frequent these things happen?

Ms. RIVERA. Well, I wouldn't want you to go away misinterpreting and think that we get a $20,000 check every week or every month, because that is really not the case.

As Congressman Corrada pointed out, traditionally in Puerto Rico, endowments and active alumni associations and other sources of, let's say, non-Federal funds are not tapped—not only not tapped, but are nonexistent. I think that as the Federal funding begins to shrink we're going to have to look more and more in that direction.

Being that it would be for many institutions something new, I think that the institutions are going to require a lot of technical assistance in these areas. I think that typically the emphasis and accent of institutional efforts have been in writing proposals for Federal funds, but I think that we also have to look for and tap other resources. The fact that we have a lot of American companies here in Puerto Rico that are getting special tax incentives should provide us with at least a resource to tap, because they are benefiting from being here and operating here in Puerto Rico and they are benefiting from the students that we are training. I think in return for the benefits that they are getting, maybe if they were given a little higher tax incentive or a little bit more motivation by the Federal or local government, that they might be willing to start to contribute in forms of endowments or other forms•to the universities in Puerto Rico.

Mr. **Corrada**. I address this question to the three of you. What size endowments do you have from the private sector, or any other endowment that is not Federal funds or government of Puerto Rico funds, operating funds for your institutions?

Ms. **Rivera**. Well, I would have to answer that question based on my limited knowledge. As far as I know, there is none.

Mr. **Corrada**. Dr. Alemany, would you care to comment on that?

Dr. **Alemany**. We don't have any, but I can tell you of something we have been doing recently. The Department of Civil Engineering, since they don't have such a heavy academic load, we are really trying to go through research and development. This is something we need anyway. We have been able to get over half a million this fiscal year in terms of the services that the university could provide to our local industry. But an endowment, as such, we do not have.

We are certainly looking forward to working with industry. We are in the process of organizing advisory councils that will permit our university to be in touch and in contact with industry, through periodic meetings, so that they know what we need and so that we know what they need. I think this dialog we should institutionalize, and we are in the process of doing that.

Mr. **Corrada**. Miss Perez?

Ms. **Perez**. We don't have any type of endowment at our institution. We are only counting on an advisory board of industry and commerce to help us out with the preparation of curriculum and innovative ideas in the program process.

Mr. **Corrada**. So that means basically practically all of your operating funds come from Government sources and tuition and fees charged to the students.

I will now yield to Mr. Williams.

Mr. **Williams**. Thank you, Mr. Chairman.

Mr. Chairman, if I might ask you a question so that I will be able to follow this line of reasoning, do corporations located in Puerto Rico not receive the same tax advantage from endowment gifts that they would receive were they located on the mainland?

Mr. **Corrada**. What happens is there is a provision in the Internal Revenue Code, section 936 of the Federal Internal Revenue Code, that provides tax exemption for Puerto Rican subsidiaries of mainland companies that are doing business here. Since these subsidiaries in Puerto Rico, these section 936 companies, are already tax exempted, they do not have, obviously, the additional incentive of making a donation which would be otherwise tax deductible because they already have a tax exemption pursuant to the provisions of section 936.

Under local law, the local income tax law, which would only be applying to corporations that are not covered by the section 936 program and, therefore, would be much smaller types of operations, there are some provisions that allow them to deduct for charitable or educational contributions. But, by not having the major corporations doing business here, which are the 936 corporations, the fact is that there is very little contribution.

Mr. WILLIAMS. It would occur to me that, inasmuch as these 936 companies are enjoying significant tax advantages by reason of their location in Puerto Rico, they would also, it seems to me, out of charity, want to contribute to their neighbors here in this Commonwealth.

Mr. CORRADA. If the gentleman will yield back for a moment, let me say there is a way that could be found for this to happen. I believe that the parent companies in the U.S. mainland of these corporations, after they receive the profits and benefits that go to them tax free, might be encouraged to make a contribution that would be tax deductible in their joint tax return in the mainland. Of course, that would be concerning their overall operations in the mainland, and those operations do benefit from their operations in the island. So the parent company might wish to associate themselves and create some foundations or special funds that could be utilized for institutions in Puerto Rico, as well as some Hispanic and Puerto Rican institutions on the mainland. So that is certainly something that we have to look into.

Mr. WILLIAMS. Yes.

Let me ask the witnesses this question. As you all know, we are concerned on the mainland with our own college dropout rate. We have on the mainland a rate that is too high. I know that you are also troubled by your dropout rate here. Let me ask each of you, beginning with you, Ms. Rivera, what is your dropout rate for first-year college students?

Ms. RIVERA. I regret, Mr. Williams, that I can't answer that question. I don't know the answer to it.

Mr. WILLIAMS. Do you know what it is for the institution as a whole?

Ms. RIVERA. No. I am afraid I don't, but I will provide it for the record.

Catholic University of Puerto Rico

Ponce, Puerto Rico 00732

Office of Student Aid

The Founders' Building Room 124
Telephone (809) 844-4150 Ext. 144

June 15, 1983

Mr. Bud Blakey, Legal Counsel
Congress of the United States
House of Representatives
Committee Education & Labor
Subcommittee on Postsecondary Education
320 Cannon House Office Building
Washington, D. C. 20515

Dear Mr. Blakey:

As you requested, I am writing to inform you of our freshman drop out rate. For the past semester we had a drop pout rate of 8% of our Freshman class.

Please do not hesitate to contact me if you should require any additional information.

Cordially,

Gilda Rivera

Miss Gilda Rivera
Financial Aid Director

msr

Mr. **Williams**. Doctor.

Mr. **Alemany**. We are realy trying to make a followup. The first year in very difficult programs such as engineering, I am glad to report that, in our institution, it is only 12 percent the first year and around 8 percent the second year, which constitutes a 20-percent dropout. Eventually, it will mean that out of each two students who start engineering, probably one will be graduating.

This is explained by the fact that this faculty and the institution in general receives the best students on the island. To give you an idea of the kind of students we are receiving, we are receiving out of a freshman class of 2,100, 800 students; over the 800 students that we are receiving, half have an admission index of 300.

Let me give it to you by SAT standards so that it will be meaningful to you. By SAT standards, it would be 700 in verbal, 700 in mathematics, and a high school grade point average of around 3. So we really are in that sense not typical because we are proud of the fact that we are getting a very good group of students, Mr. Congressman.

Mr. **Williams**. Ms. Perez.

Ms. **Perez**. Our freshman class of 1981—I believe I have their statistics—only had an attrition rate of 3.3 percent, which is low. We consider that attrition rate in the freshman year being that low is due to the fact that our counseling staff is very dedicated. If a student seems to be in a concentration where he will not do well, especially those who are in natural science, they are counseled into changing into another department where they can maintain their status as students. Besides that, our faculty is involved in counseling. They have small groups where they can give them special attention.

It should also be noted that we don't accept all students who apply to our institution. We are only accepting maybe 59 or 60 percent of those who apply. So that does give us an advantage.

I consider also the fact that most students are also encouraged to taking remedial math and science courses. They do have deficiencies and they tend to do this in their freshman year, so that gives them an added time span to make up the deficiencies and maintain themselves in the program. I think the big factor is that fact that, if they don't do well in a certain program, they are encouraged to transfer into another program, probably something a little easier. That way, they maintain their status as students.

Mr. **Williams**. In hearings a few days ago when Chairman Simon, who was required to fly back to the mainland before we ended our hearings this week, asked if folks would be supportive of a change that has been considered in the Pell grants. By the way, this change is being considered by Senator Pell, for whom the grants are named. That is to require a C average in order for second, third, fourth-year students and beyond to maintain the Pell grant.

Would each of you comment on that?

Ms. **Rivera**. You said for second, third and forth?

Mr. **Williams**. Yes. In other words, entry students would be allowed the Pell grant, but in order to maintain the Pell grant funds, they would have to maintain a C average.

Ms. **Rivera**. I think that it would be a wise move. It certainly would assure the Federal Government that the funds are being used effectively and as they were designed to be used.

But I also think that in order for us to be able to do that, we would need assistance in the remedial programs in terms of Federal moneys to try to help students during that first year to be able to make that grade necessary to maintain their Pell grants.

Mr. **Williams**. Dr. Alemany?

Mr. **Alemany**. I would certainly be in favor of that. To me, there is a great philosophy behind this move to obtain excellence. I think that we cannot accustom people to just get something for nothing. If we want to establish excellence, I think that there is an obligation on the part of each of us to be able to respond to the challenge.

Let me say, if I may—even though this is not related to the question—that one of the things that worries me tremendously as a student of education is that we don't have enough incentive to help the bright—not only to help the bright—to pursue careers and to provide help at the Federal level for careers and professions that are in the national interest. Too much of the focus has been placed on helping the needy. I am for helping the needy. I could study because I got a scholarship. I came from a farm. I couldn't study and I couldn't go to college. But to me, we have placed too much emphasis on giving scholarships and fellowships without due consideration to the deserving and to the professional needs of the country.

Ms. **Perez**. I would have to agree that more time and money would have to be invested in orientation of students so they can be sure to make a correct selection of programs. I consider the measure to be a good one, but I think you should also take into account those students who, let's say, in their first year don't maintain a C because they made a poor choice of program, but then they do change into another program in the second year. There should be some sort of incentive if they do change and do raise their grade point average.

There should be some kind of incentive where they can make up that investment they made in their second year. There are so many students who will probably choose one program and not do at all well, and the second year when they transfer into another program, do acceptably well. And they are being penalized for that one change, but then they should get an incentive. Therefore, they can make up their investment they made in that second year.

Mr. **Williams**. Thank you, Mr. Chairman.

Mr. **Corrada**. Thank you, Mr. Williams.

I appreciate very much your appearance at these hearings this morning. Your testimony has been very productive and fruitful in terms of providing data and statistics and information that will be very important in the subcommittee's understanding of the problems of access to postsecondary education in Puerto Rico and in the entire country.

We have oversight jurisdiction over such programs as the Pell grant, guaranteed student loan program, SEOG, work-study program, title III, TRIO, and so on. As you probably know, the Higher Education Act has to be reauthorized by Congress by 1985 and the subcommittee has already started to develop information through hearings this year and next year. So your suggestions or recommendations are also very important in that context.

Thank you again for appearing this morning.

Mr. ALEMANY. Thank you very much.

Mr. CORRADA. We have now Jose Muratti, president of the Caribbean Association of TRIO programs; and Carlos Guffain, director, high school equivalency program of the Catholic University of Puerto Rico. We welcome both of you this morning.

The full text of the testimony of both of you will be made part of the record, and you may summarize your testimony in your oral statement.

We will start with Mr. Muratti, and then go on to Mr. Guffain. After you have both finished, we will ask some questions.

STATEMENT OF JOSE E. MURATTI, PRESIDENT, CARIBBEAN ASSOCIATION OF TRIO PROGRAMS

Mr. MURATTI. Thank you, Mr. Chairman.

Good morning, honorable members of the subcommittee and ladies and gentlemen. My name is Jose E. Muratti. I am president elect of the Caribbean Association of TRIO programs.

I would like to read part of our presentation as you have received it, and then add a couple of comments that have come up in the last few days in order to make it more timely.

I will start on page 3. In education in general in Puerto Rico, all institutions of higher education are facing a critical situation regarding the students' mastery of basic learning skills, both in Spanish and English. Apparently this problem has its roots in the public school system. Recent statistics from the department of education revealed that only 41 percent of high school students islandwide are successfully graduating from high school, which represents an attrition rate of approximately 59 percent.

According to the lastest report from the Committee of National Assessment of Educational Progress, which is sponsored by the local government states, claims that the language skills, as well as the mathematic skills, of elementary and secondary school students ages 9, 13, and 17 have grown perceptively worse since the previous study made in 1973.

This problem is further complicated by the reversal of previous immigration-emmigration patterns between Puerto Rico and the mainland. Schools in Puerto Rico are receiving at the secondary and college levels an influx of students who have been brought up on the mainland and who bring with them severe language difficulties in both Spanish and in English.

The Federal programs such as student aid, TRIO and title III on the island are absolutely essential to the development of higher education in Puerto Rico, and without them, we believe the entire higher educational system would collapse.

A sound, stable postsecondary educational system in Puerto Rico is the best guarantee that the island's economy will have a better chance to overcome its difficulties and retain its resources, and that the human resources that decide to emmigrate from the island will have the necessary skills to participate productively in the U.S. economy.

Lower costs in the public higher education at the University of Puerto Rico have become increasingly restricted in the mid-1970's due to more selective admission procedure standards induced by excess demand. The growth of private colleges and universities, stimulated by an adequate flow of Federal grants to students and institutions. kept open the doors of higher education to many economically disadvantaged students who are unable to enter the public system due to their lower academic performances at high school, in many ways connected precisely with their economic and cultural disadvantages. Essentially, private colleges and universities are attending the needs of lower-income families in Puerto Rico.

Students who come from families with lower-income levels than those of the mainland are heavily dependent on Federal assistance. More than 75 percent of Puerto Rico's university students, including a substantial part of those who study at the State university, depend on Pell grants and other student aid, as acknowledged recently by our Resident Commissioner, Hon. Baltasar Corrada Del Rio. In the case of private colleges and institutions, more than 86 percent of all tuition paid in Puerto Rico is derived from Pell grants awarded to students. In 1980–1981, there were approximately 99,000 beneficiaries of the Pell Grant Program in 4-year institutions in the island, who received approximately $102 million in aid. Most of these beneficiaries were students of private colleges and universities.

Education is the means by which the island can reduce poverty and economic dependence on the Federal Government. Therefore, student financial aid and services are an investment in human resources.

TRIO was instituted in Puerto Rico in approximately 1968. The first TRIO programs were that of the University of Puerto Rico, the Universidad Sagrado Corazon and Aspira. Actually, there are 32 TRIO programs in Puerto Rico: 16 Special Services; 11 Upward Bound; 4 Talent Search; and 1 Educational Opportunity Center. Approximately $4 million are allocated every year to serve 9,500 students, for a per capita funding of $421 per student.

The same socioeconomic characteristic which make the students eligible for these programs in United States are the ones that we have in Puerto Rico. Notwithstanding, we have more difficulties, inasmuch as our students come from a lower socioeconomic income level. Recent Department of Labor statistics show that Puerto Ricans earn approximately between 35 and 40 percent less for the same type of job as they would in the United States. In other words, our salaries are approximately 40 percent lower than those in the United States.

I would like to mention something related to what Congressman Pat Williams mentioned in the hearing on Friday in reference to English being a barrier for those students who come from lower socioeconomic levels. We believe that English might be a barrier, but so might be Spanish and mathematics. We believe that the lack of skills of two languages might be conducive to lower levels of excellence in education. Persons who enjoy an education of excellence benefit from the dual linguistic and logical systems to master two languages. The opposite is true for those students whose education is deficient. English and math and Spanish might represent a barrier or might represent a way to better the educational level in Puerto Rico.

Since, as has been mentioned in previous presentations, there are no transition mechanisms to help students move on from high school to higher education in Puerto Rico, and since there is no philanthropic tradition that allows institutions of higher education to operate their academic levels without using the tuition-generated funds, low-income students face greater hardships upon entering colleges. Therefore, TRIO programs fill in the gap between those students who would otherwise not be able to acquire the necessary skills to gain access to enroll in and remain in and complete a college education.

An an example of our success rates are represented in the following statistics. Approximately 65 percent of our Talent Search students take significant steps towards completing their education and moving on to college; 86 percent of Upward Bound students graduate and go on to college; and 62 percent of special services students complete all program requirements and move on to acquire a college degree. Attrition levels are approximately one-third lower among special services students than the overall population on our colleges.

Thus, the Federal funds for TRIO programs are a necessity if they are to provide the opportunities for our youth to acquire a college education who, therefore, will find themselves competent to become employed.

I have two additional comments that we would like to make related to two outstanding areas addressed in the previous hearings. Ana G. Mendez foundation president Jose Mendez' proposal of a consortium made up of the higher education institutions, the local and the Federal Government is an excellent idea which deserves our attention. Only if we are willing to face the complexities of higher education and jointly sharing responsibilities and success will we be able to ensure that our students participate in our educational process tuned to our times and operationally oriented towards our future.

The second point we would like to mention is in reference to the higher education institutions in Puerto Rico participating in the Caribbean Basin initiative. It is the position of our association that such an effort definitely must show the humanistic emphasis which Commissioner Corrada mentioned in earlier hearings.

Furthermore, we believe that if TRIO personnel who have been trained and are philosophically oriented towards the youth with special needs, they should be the ones who should participate in this iniative in the areas of preparing materials and defining the philosophy that is going to be utilized, as well as implementing these programs.

TRIO personnel have the qualifications, experience and the attitudinal skills to better serve low-income disadvantaged youth. By the way, this was not meant to sound as a help-wanted ad, "Federally Trained-Will Travel."

I would like to end this expose with the following statement. Support the TRIO programs and you will support our countries natural resource, our youth. The epic in which submissive, noncreative oriented workers were preferred is over. The future of nations depends on their capacity to intellectually develop the largest possible number of persons who will rationally and democratically build a more prosperous, equitable and just future. The future of a great portion of our youth depends, to a large extent, on the visions of citizens like yourselves committed with this future.

Thank you.

Mr. Corrada. Thank you, Mr. Muratti. We will come back to you after we listen to the next witness.

[The prepared statement of Jose E. Muratti follows:]

PREPARED STATEMENT OF JOSE E. MURATTI, PRESIDENT OF THE CARIBBEAN ASSOCIATION OF TRIO PROGRAMS

REPORT ON THE SOCIOECONOMIC CONDITIONS THAT EFFECT STUDENTS IN TRIO PROGRAMS

The TRIO Association has proposed to achieve the highest possible endorsement for Puerto Rico during President Reagan's Administration. For this purpose it has established contacts in Washington, D.C. with Mr. Baltazar Corrada Del Río, Resident Commissioner and Congressmen, Paul Simon, Louis Stokes, Pat Williams, Mario Biaggi, Edward Kennedy, Robert García and William Ford, who view our association's initiative with great enthusiasm and support.

However, we have become increasingly aware of the difficulty of this task, confirming that perhaps the biggest problem we face, in addition to the budget cuts, is the lack of information that Congress has concerning Puerto Rico, and the reasons for becoming one of the major recipients, per capita, of Federal Aid within the United States economy ($3.236 millions).

The information the United States has concerning Puerto Rico is primarily transmitted through the press. As happens with news on federal aid, defense budget and inflation, press information is often contradictory and sometimes totally incorrect.

The worst difficulty seems to be negative information. The news about Puerto Rico tends to present isolated statistics on unemployment, crime and the various agencies of social well-being or welfare.

In the following narrative we hope to clarify some basic facts utilizing statistics published by the Planning Board of the Puerto Rico Government. We wish to offer a global vision of the socio-economic conditions in Puerto Rico. This approach we hope will illustrate the need to evaluate the TRIO Programs situation based on the problems confronting Puerto Rico instead of the overall situation in the Unites States, which is qualitatively and quantitatively different from ours.

Population

Puerto Rico has a population of 3.3 million inhabitants. During the first half of the 1950's, 470,000 Puerto Ricans immigrated mainly to the great northeastern cities of the United States. During the 1960's migration to the United States averaged about 239,000 persons. Its is estimated that during 1970 to 1980 only 101,229 Puerto Ricans migrated to the United States.

Its is interesting to mention that the Food Stamps Program was established in Puerto Rico in the Fall of 1974. During that year migration from Puerto Rico to the United States reashed 24,971. However, in 1975 only 5,430 migrated to the mainland and in 1976 there were 36,201 persons returning to Puerto Rico. In 1977 this negative migratory pattern continued with 20,282 in 1978 and 16,101 in 1980.

Presently, according to the figures of the 1980 Governor's Economic Report the per capita income for Puerto Rico was $3,474. The percent of persons living with an income at the poverty level or less was 64.32% in 1970. In addition, 35.2% of families in Puerto Rico have an income below $2,00 per year.

Based on these income figures, 72% of Puerto Rican's qualify for food stamps. Approximately actually 50% receive them. The Federal budget allotment for this program is $825 milllion, which represents approximately 21% of Federal transfers to Puerto Rico in 1980.

Employment and Unemployment

In 1980, the rate of participation of the working population was 43.3% as compared with 64.3% in the United States. During FY 1979-80, 9,000 people left the work force leaving 28.6% idle either because of unemployment or because they were not classified in the work force.

In March, 1983 the January youth unemployment figures published were as follows: 68% for the 16-19 years old bracket and 46.5% for the 20-24 year old bracket.

The official unemployment figures for Puerto Rico for 1983 reached 24% as compared to 11% in the United States.

What with a contracting labor market, particularly for those without academic or technical skills, college education becomes a highly attractive alternative for students who want to maximize their eventual job opportunities. The new jobs presently being generated by the Island economy require advanced skills, training in technological and scientific fields, and levels of literacy much higher than the ones required by the industrial surge of Operation Bootstrap in the 1950's.

Education

In general all institutions of higher education are facing a critical situation regarding the student's mastery of basic learning skills in Mathematics, Spanish and English. Apparently this problem has its roots in the public school system. Recent statistics from the Department of Education revealed that only 41% of High School students island wide are successfully graduating, which represents an attrition rate of 59%.

According to the latest report from the committee of National Assessment of Educational Progress, which is sponsored by the local government, the language skills, as well as the mathematics skills, of elementary and secondary school students ages 9, 13, 17 have grown "perceptively worse" since the previous study made in 1973.

This problem is further complicated by the reversal of previous immigration-emmigration patterns between Puerto Rico and the Mainland. Schools in Puerto Rico are receiving at the secondary and college levels and influx of students who have been brought up in the mainland. These students bring with them severe language difficulties in both Spanish and English.

Federal programs such as student aid, TRIO, and Title III on the Island are absolutely essential to the development of higher education in Puerto Rico. Without them the entire higher educational system would most probably collapse.

A sound, stable postsecondary educational system in Puerto Rico is the best guarantee that the Island's economy will have a better chance to overcome its difficulties and retain its resources. Those human resources who decide to migrate from the

Island will have the necessary skills to participate productively in the United States economy.

The need for postsecondary alternatives are at present at a peak level, as witnessed by the sharp increases in college and university enrollment during recent years. During the first semester of academic year 1981-82 there were 139,459 college and university students in Puerto Rico, out of which 52,580 or 37.7 percent were in public institutions. Private institutions had 86,879 or 62.3 percent.

From 1974-75 to 1981-82, postsecondary enrollment increased at a 5.4 percent annual rate. While enrollment levels during that period declined slightly, at the public higher education institutions, it increased at an annual rate 10.8 percent in private colleges and universities.

Lower cost public higher education at the University of Puerto Rico became increasingly restricted in the mid-seventies, due to more selective admission standards induced by excess demand. The growth of private colleges and universities, stimulated by an adequate flow of federal aid to students and institutions, kept open the doors of higher education to many economically disadvantaged students which are unable to enter the public system due to their lower academic performances at high school, in many ways connected, precisely, with their economic and cultural disadvantages. Essentially, private colleges and universities are attending the needs of lower income families in Puerto Rico.

Students in Puerto Rico come from families with lower income levels than their counterparts in the mainland, and are heavily dependent on federal assistance. More than 75 percent of Puerto Rico's university students, including a substantial part of those attending the state university (UPR) depend on Pell Grants and other student aids as acknowledge recently by our Resident Commissioner, Honorable Baltazar Corrada Del Río. In the case of private colleges and universities, more than 86 percent of all tuition paid in the island is derived from Pell Grants awarded to students. In 1980-81, there were 99,268 beneficiaries of Pell Grants program in four-year institutions in the Island, who received $102.7 million in aid. Most of the beneficiaries (64,928 or

65.4 percent) were students of private colleges and universities.

Education is the means by which the Island can reduce poverty and economic dependency on the Federal Government. Therefore, student financial aid and services are an investment in human resources.

TRIO in Puerto Rico

TRIO Programs were established in Puerto Rico in 1968. Original host institutions were the University of Puerto Rico, Sacred Heart University and Aspira.

Presently there are thirty-two programs in the island, 16 Special Services, 11 Upward Bound, 4 Talent Search and 1 Equal Opportunity Center. Approximately 9500 students are served with close to $4 million for $421 yearly cost per student.

These students present the same socioeconomic characteristics as their mainland counterparts except for income levels. Salaries in Puerto Rico tend to be 40% lower than in the United States in practically all occupations

Since there are no transition mechanisms from High School to Postsecondary education and no philantropic tradition which would allow institution of Higher Education to upgrade their academic levels without using tuition generated funds, low income students face greater hardships upon entering college.

Institutions claim they cannot help disadvantaged students to acquire the necessary skills to successfully complete their college education without funds specifically targeted to remedial and skill strengthening areas. TRIO Programs provide Individual and Group Tutoring, Social Work, Language and Mathematics Laboratories, Personal, Academic, Educational and Vocational Guidance and Counseling, Seminars, Athletic, Social, and Artistic or Cultural Activities, and other services specifically geared to recruit, return, prepare, retain, and strengthen low income youths to help themselves complete high-school and go on to complete a college education.

TRIO programs fill in the gap between youths entering college with the necessary skills to succeed and those who otherswise would not be able to gain access to, enroll in, remain in and complete a postsecondary education.

In example of our sucess is represented in the following figures:

*Approximately 61% of Talent Search students take significant steps towards completing their education.

*Close to 43% of Upward Bound students graduate from High School and 87% enter college every year.

*Statistics related to Special Services are less uniform since institutional admissions and procedures tend to shape program's achievement, requisites and measurement tools. In general terms 92% of Special Services students complete program requirements and move on to acquiere a college degree. Attrition levels for program students are 4% as compared to 13% for institutions.

I would like to make two additional comments on outstanding areas addressed in the previous hearings:

1. Ana G. Méndez Foundation President, José Méndez proposal of a consortium compored of Higher Education Institutions and local and federal Government is an excellent idea which deserves our attention.

   Only if we are willing and able to face the complexities of Higher Education jointey, sharing responsibility and success will we be able to ensure that our students participate in an educational process tuned to our times and operationally oriented towards our future.

2. In reference to Higher Education Institutions in Puerto Rico participating in the Caribbean Basin Initiative, it is the position of our association that such an effort definitely must show the humanistic emphasis which Mr. Corrada mentioned in earlier hearings.

   Furthermore, we believe TRIO personnel trained and philosophically oriented towards youths with special needs should participate in this initiative. TRIO personnel have the qualifications, experience and attitudinal skills to better serve low income, disadvantaged youths.

I would like to end this exposé with the following statement:

Support of TRIO Programs is support to our country's largest natural resource: our youth. The epoch in which submissive non-creativeness oriented workers were preferred is over. The future of nations depends on their capacity to intellectually develop the largest possible number of persons who will, rationally and democratically, build a more prosperous, equitative and just future. The future of a great portion of our youth depends, to a large extent, on the vision of citizens like youselves committed with this future.

Respectfully,

José E. Muratti, President
Caribbean Assosiation of
TRIO Programs

STATISTICS FROM CALIFORNIA, GEORGIA AND NEW YORK IN COMPARISON WITH PUERTO RICO ON FOUR ADMISSION CRITERIA, FEDERAL ALLOTMENT AND COST PER STUDENT FY 1981-82.

	California	Georgia	New York	Puerto Rico
Funding level	112.826.76	82,935.46	132,810.11	141,214.5
Cost per client	2.76	511	410	456
Income	195.6	83.76	132.58	221.5
Educational Needs	127.43	87.30	171.27	130.87
Cultural Needs	55.83	27.92	72.88	91.81
Physical Distourbances	50.46	7.23	33.33	6.375
Limited English	47.3	0.9	42.6	111.625

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Mr. CORRADA. We will now hear from Carlos Guffain, director of the high school equivalency program of the Catholic University. We welcome you.

You may proceed with your statement. The full statement will be made part of the record, and I would appreciate it if you could summarize.

By the way, after we finish here with the hearings, on our way back to San Juan, we intend to stop at the Cayey University College for a meeting with the director. We want to make sure that we visit one of the campuses in the rural areas of Puerto Rico and not just remain in large cities.

If you would summarize your testimony in 5 minutes, we would appreciate it. Then we will ask questions.

STATEMENT OF CARLOS A. GUFFAIN, DIRECTOR, HIGH SCHOOL EQUIVALENCY PROGRAM, CATHOLIC UNIVERSITY OF PUERTO RICO

Mr. GUFFAIN. Good morning. I bid you all welcome to Ponce.

Mr. Chairman, members, and staff of this subcommittee, my name is Carlos A. Guffain. I am director of the high school equivalency program of the Catholic University of Puerto Rico, and president of the National HEP/CAMP Association. I am honored to address you today in my capacity as a HEP administrator for the past 11 years.

In 1972, the HEP concept was introduced to Puerto Rico at the invitation of its government. The Puerto Rico HEP assists young men and women of migrant and seasonal farmworker families, ages 17 to 24, who have not finished high school to obtain a GED certificate. They are offered individualized instruction over a 12-week period in Spanish grammar, social studies, natural sciences, Spanish literature, mathematics and English, and structured tutorial assistance in these subject matters. While the students are being prepared academically, they receive medical services, including dental services, eye care and medications, personal and vocational counseling, orientation in the world of work, offered one or more of three vocational training courses in basic bookkeeping, distribution and marketing, and introduction to the secretarial sciences. Those identified as college-bound students will take a college preparatory course. They also receive room, board, stipend, and all necessary educational materials.

Our program is also fully responsible for assisting each student in obtaining a positive placement in the area of their choice, be it college, vocational training, jobs, or military service. The program also provides followup services in order to assure each student's upward mobility.

Our program offers its students cultural, recreational, and social events in which the students and staff participate and, through the participation in an active student government, the students acquire leadership qualities and civic responsibilities.

The Puerto Rico HEP is completing its 11th year of service to the migrant and seasonal farmworker youths of this island with outstanding results in GED attainment and in placements. During the past 4 years alone, an average of 60 percent of the Puerto Rico HEP graduates each year continued postsecondary education in colleges or universities. Of these students who have gone into institutions of higher education, 51 percent entered the Catholic University of Puerto Rico. This is facilitated by this institution, having established since 1974 an open admissions policy to capable and successful HEP graduates. Thus, a large number of the island's migrant and seasonal farmworker youths who have graduated from HEP have, in fact, access to the most insular postsecondary institutions.

The Puerto Rico HEP has been proving over the past 11 years that, working through education, it can change and solve many of the social and economic problems which migrant and seasonable farmworker youths face in this society.

Because of this program, many persons have ascended from poverty. I have presented herein a look at one of the HEP's, that of the Catholic University of Puerto Rico. There are presently 18 other HEP's from coast to coast on the continent. All of these programs are unique in their own right. However, they all have a common goal. Thousands of disoriented and disadvantaged migrant and seasonal farmworkers across the Nation for the past 15 years have succeeded in casting away the shackles of poverty thanks to a HEP and CAMP. The fruits of this "Harvest of Hope" has been our legacy to this Nation. These young men and women have many timesfold returned to the Federal Government its original investment.

However, not all is well with HEP's and CAMP's these days, as you all well know. The administration has requested zero funds for HEP and CAMP during fiscal years 1983, 1984, and 1985. In responding to petitions and letters of support from one of our member programs, Dr. Lawrence F. Davenport, Assistant Secretary for Elementary and Secondary Education, had the following to say:

"In keeping with the President's initiative as it relates to the most cost effective use of limited Federal resources, the Department of Education's budget has requested zero funding for HEP and CAMP. It was felt that, in order to avoid duplication of services, the students could be served by other programs funded under the Higher Education Act and/or other Federal programs in which the students may qualify."

Mr. CORRADA. Let me interrupt for just one moment.

Of course, in the Education and Labor Committee, we already rejected that proposal of zero funding by the administration, and we did recommend funding for these programs. It is my understanding that the House Budget Committee, in approving a House budget recommendation, did include funds.

Of course, still the fiscal year 1984 budget is pending congressional consideration, and there will be, shortly after we go back to Washington, a House-Senate conference to look at the differences between the House budget version and the Senate version. I would say that I know that the members of the House Education and Labor Committee will be monitoring that process very carefully and, hopefully, see that funds are provided for those programs.

Mr. GUFFAIN. Thank you very much.

Mr. CORRADA. We still have to work on it.

Mr. GUFFAIN. Yes, sir. We have 2 more years to go.

I must conclude that the Department of Education has not adequately researched our programs for it to reasonably assume the position it has taken regarding our future. Research will prove that there is no duplication of services and that there exists today no program that will serve the migrant and seasonable farmworker youth at the secondary and postsecondary level with the effectiveness and efficiency that the HEP's and CAMP's have been consistently evaluated to have performed.

There has also been much concern expressed from many sectors regarding the U.S. Department of Education's interpretation of section 418(a) of title IV of the Higher Education Act, along with the clarifying language in the Senate report. It is felt that the Department of Education has misinterpreted section 418(a) in its funding of programs.

There exists at the Department of Education today an attitude that funding many small commuter programs with limited supportive services will thus allow for the serving of more migrant and seasonal farmworkers than would be possible by funding larger residential programs. In other words, the emphasis is on quantity and not quality. By emphasizing quantity and reducing supportive services, these programs would be considered similar to the other Department of Education programs.

Mr. Chairman, I would like to skip over the recommendations that I have in the statement since it is part of the record. I would like to conclude my statement, however, with what I feel is much more important. That is the presentation of a human story as to what is HEP.

HEP is Ricardo Franco. Ricardo was born in the small town of Orocovis in the heartland of Puerto Rico to a humble family. He is the 14th of 15 children. His childhood was marked by poverty and rural isolation.

Early in his adolescence, at the age of 13, his family moved to an urban bario community of Coamo called Vietnam. In an environment he describes as that of drugs and prostitution, his life changed. With the death of his mother 2 years later, he lost his only spiritual support. His father was advanced in age and his brothers and sisters had married and left home.

By the time Ricardo turned 16, his personal situation was a crisis and he suffered from emotional problems. He developed a nervous disorder and, for 2 years, he received intensive treatment in the psychiatric hospital in Ponce. As a consequence of this nervous disorder, he was certified as handicapped and Vocational Rehabilitation granted him a pension for the rest of his life. During this period of time, he was forced to abandon school.

At the age of 19, he tried to return to school at the ninth grade. However, feeling out of place, he abandoned his studies once again. He then applied and entered into the Puerto Rico HEP. In 3 months, Ricardo took the intensive academic program at HEP, he received personal vocational and residential counseling during his stay, along with a vocational training course in world of work orientation. He successfully obtained his GED and was immediately accepted into the Catholic University.

Due to his emotional condition, it was felt that the normal academic load at college would be too much for him. But he was given the opportunity to take 12 credits. Th opportunity was the most important thing. Against all odds, with great determination and with serious economic problems, Ricardo began his university studies. With the assistance of HEP, he obtained a job at the university cafeteria cleaning tables.

With this small income, a Pell grant and his Vocational Rehabilitation pension, he reached the stars. The former patient at the psychiatric hospital obtained a bachelor of sciences degree in psychology. He became a professional.

Then the incredible happened. Having demonstrated to himself that he could succeed, and having surpassed in his eyes his disability, and against the counsels of many, he officially requested that Vocational Rehabilitation cancel his pension. Many thought he was crazy.

From January to May 1982, he took the course of clinical psychology and did his internship at the same hospital where he had been a patient. His work was evaluated as excellent. Maybe it was because that, as a former patient, he better understood the needs and problems of those who are now patients.

Ricardo Franco was recently accepted at the Ball State University in Muncie, Ind., where he will study a master's in clinical psychology. He will go with many illusions, with no money, and with deficient English, but he will succeed.

Thank you very much.

[The prepared statement of Carlos A. Guffain follows:]

Prepared Statement of Carlos A. Guffain, Director, High School Equivalency Program (HEP) of the Catholic University of Puerto Rico

Mr. Chairman, members, and staff of this subcommittee, my name is Carlos A. Guffain. I am Director of the High School Equivalency Program (HEP) of the Catholic University of Puerto Rico, and President of the National HEP/CAMP Association. I am honored to address you today in my capacity as a HEP administrator for the past eleven years. Since 1972, I have served this program under the direction of the Office of Economic Opportunity, the US Department of Labor, and the US Department of Education.

"IN ADMINISTERING A HEP GRANT, THE HOST INSTITUTION SHOULD BEAR IN MIND THE BASIC INTEREST... IN THIS PROGRAM WHICH IS TO PROVIDE AN EFFECTIVE EDUCATIONAL ROUTE OUT OF POVERTY."*

In 1972, the HEP concept was introduced to Puerto Rico at the invitation of its government. The Puerto Rico HEP was unique in that it was funded by OEO, sponsored by the Educational SystemsCorporation of Washington, DC, and created as a pilot project for the migrant and seasonal farmworker youths of the Island. Since the Puerto Rico HEP was not affiliated with an institution of higher education, it was placed at a former boarding school in Mayaguez on the West coast of the Island. On October 5, 1972, it opened its doors to 11 students representative of 10 different towns.

In 1974, at the request of the Governor's Office of Puerto Rico that the program be located in a local institution of higher education, and after a competitive process, the US Department of Labor awarded the Puerto Rico HEP grant to the Catholic University here in Ponce. Prior to the change of grantee, came a change in grantor and we began a new life under the US Department of

Labor and the new CETA law.

"EXPERIENCE WITH THE HEP POPULATION HAS INDICATED THE PARTICULAR BENEFITS OF A RESIDENTIAL PROGRAM."*

HEP by its original philosophy, was designed as a residential educational program, operated by universities and colleges for the migrant and seasonal farmworker youths who have dropped out of school prior to obtaining their high school diploma. Through a comprehensive educational plan, the program takes the migrant and seasonal farmwork youths from the vicious cycle of rural poverty and introduces them to a new way of life.

"THE HIGH SCHOOL EQUIVALENCY PROGRAM IS A PROGRAM WHICH PROVIDES THE PARTICIPANTS WITH A TOTAL SOCIAL, CULTURAL AND ACADEMIC EDUCATION."*

The Puerto Rico HEP assists young men and women of migrant and seasonal farmworker families, ages 17 to 24, who have not finished high school to obtain a GED certificate. They are offered individualized instruction over a twelve week period in Spanish Grammar, Social Studies, Natural Sciences, Spanish Literature, Mathematics, and English, and structured tutorial assistance in these subject matters. While the students are being prepared academically, they receive medical services, including dental services, eye care, and medications, personal and vocational counseling, orientation in the world of work, offered one or more of three vocational training courses in Basic Bookkeeping, Distribution and Marketing, and Introduction to the Secretarial Sciences, and those identified as college bound students, will take a college preparatory course. They also receive room, board, stipend, and all necessary educational materials.

"THE ULTIMATE GOAL OF THE HEP IS SUSTAINED, PROGRESSIVE EMPLOYMENT FOR THE

MIGRANT AND SEASONAL FARMWORKER YOUTH."*

"If the GED were perceived as the program goal, then HEP's net effect would be to merely upgrade the educational level of poor people locked into seasonal agricultural labor. Since that is not the goal, projects are judged by the extent to which they sucessfully place HEP graduates into college, into career-ladder jobs, or into specific vocational training programs leading to career jobs."** Thus, the Puerto Rico HEP is fully responsible for assisting each student in obtaining a positive placement in the area of their choice be it college, vocational training, jobs, or military service. The program also provides follow-up services in order to assure each student's upward mobility.

"RECREATIONAL OR PHYSICAL ACTIVITIES MUST BE A PART OF EVERY HEP."*

The Puerto Rico HEP offers its students with cultural, recreational, and social events in which the students and staff participate. Among these activities are visits to museums, historical monuments, beach parties, dances, disco parties, participation in university sponsored intramural sports, table game tournaments, university sponsored cultural extension program, movies, special event luncheons and dinners, and conference on many topics of interest, such as drug abuse, interpersonal relationships, health and personal hygiene, social involvement, etc. Also, through the participation in an active student government, the students acquire leadership qualities and civic responsibilities.

The HEP concept has been criticized by those who only understand the GED training aspect of our program as not being cost effective. In 1972, the Federal Government paid a reasonable $2,688 per participant served to our program. In 1982-83, the cost per participant is $2,278. Thus, the 1982-83 cost per participant is actually 15% less than that of 1972-73, even though there has been a 94% increase in the number of participants being served over this same period (from 93 students in 1972-1973 to 180 students in 1982-83). For being a residential, educational, and manpower program with all of its supportive services, during these depressed times when many federal programs average over $5,000 per participant served, this is extremely difficult to equal.

The Puerto Rico HEP is completing its eleventh year of service to the migrant and seasonal farmworker youths of this island. From 1972-1982, this program has served 1,832 participants, graduating 1,521 for an 83% success ratio, and has placed 1,633 students, for an 89% success ratio. Over the past four consecutive years, the Program has been registering an average 93% success ratio in terms of GED attainment, and over the past six consecutive years, an average 95% success ratio in terms of placements.

During the past four years, an average of 50% of the Puerto Rico HEP graduates each year continued postsecondary education in colleges or universities. Of these students who have gone into institutions of higher education, 51% entered the Catholic University of Puerto Rico. This is facilitated by this institution, having established since 1974 an open admissions policy to capable and successful HEP graduates. Thus, a large number of the Island's migrant and seasonal farmworker youths who have graduated from HEP have, in fact, access to most insular postsecondary institutions.

"HEP USES EDUCATION TO FACILITATE ASCENT FROM POVERTY."*

The Puerto Rico HEP has been proving over the past eleven years that working through education it can change and solve many of the social and economic problems which migrant and seasonal farmworker youths face in this society.

Because of this program, many persons have ascended from poverty. Today, Eleasit Escobar is a specialist in communications, Pedro Ortiz is an orthopedic technician, María González is a social worker, Carlos Cardona is a Biology teacher, Orlando Izquierdo is an industrial mechanic, Ruth Pacheco is a dental technician, William Pérez is a computer programmer, Rafael Padilla is a tool and die maker, Iris González is a secretary, Ricardo Franco is pursuing a masters degree in clinical psychology at the Ball State University in Ohio, Miguel Crespo is finishing his last year of medical school in the Dominican Republic, and Ramón Soto will soon enter law school, and many, many more.

I have presented herein a look at one of the HEPs - that of the Catholic University of Puerto Rico. There are presently 18 other HEPs from coast to coast on the Continent. All of these programs are unique in their own right, however, they all have a common goal. Thousands of disoriented and disadvantaged migrant and seasonal farmworkers across the Nation for the past 15 years have succeeded in casting away the shackles of poverty thanks to a HEP and CAMP. The fruits of this "Harvest of Hope" has been our legacy to this Nation. These men and women have many times fold returned to the Federal Government its original investment.

However, not all is well with HEPs and CAMPs these days as you all well know. The Administration has requested zero funds for HEP and CAMP during fiscal years 1983, 1984, and 1985. In responding to petitions and letters of support from one of our member programs, Dr. Lawrence F. Davenport, Assistant Secretary for Elementary and Secondary Education, had the following to say:

> In keeping with the President's initiative as it relates to the most cost-effective use of limited federal resources, the Department of Education's budget has requested zero funding for HEP and CAMP. It was felt that, in order to avoid duplication of services, the students could be served by other programs funded under the Higher Education Act and/or other federal programs in which the students may qualify.

In June of 1980, a report was submitted by Clark, Phipps, Clark & Harris, Inc., after a year long investigation of the HEPs and CAMPs for the Employment and Training Administration of the US Department of Labor (contract No. 99-9-1527-02-24). In this study a chapter was devoted to a review of comparable programs of which among others, the following were included: DOL Job Corps Program, DE Talent Search Program, DE Upward Bound Program, DE Special Services Program, and DE Educational Opportunity Centers Program.

The study concluded that "none of the programs that are comparable to HEP in objectives and target population are effective in providing the GED equivalency diploma to migrant and seasonal farmworkers." It also stated that "HEP is also more effective than most comparable programs in preparing disadvantaged youth for employment and additional vocational or educational programs." In conclusion, it recommended that "HEP should be viewed as the Federal Government's primary vehicle for improving the rates of high school graduation and employment for migrant and seasonal farmworkers."

"While the High School Equivalency Diploma (GED) programs established in our school systems provide a viable educational alternative for some school dropouts, they have drawbacks which prevent some dropouts from achieving GED's. Analyses of GED and adult basic education programs by the Office of Economic Opportunity (OEO) determined that where those programs failed, they failed primarily because they were structured exactly like the schools from which the participants had dropped out; the physical environment was identical; the curriculum was similar; the process of lecture and recitation and teaching at the group norm was indistinguishable from that of the public school system; and conventional GED programs were strictly academic (i.e., they did not have supportive components)."**

Regarding CAMP, the Clark, Phipps, Clark and Harris study also stated that similar programs are "substantially less effective in retaining disadvantaged students in postsecondary education." It also stated that the TRIO programs, which are similar to CAMPs, serve basically an urban, non-migratory population, whereas CAMPs serve highly mobile populations. The CAMPs provide the only comprehensive postsecondary education program which also includes the monitoring of student progress until obtaining a positive termination. Thus, the study concluded that "CAMP should be viewed as the primary vehicle for increasing migrant and seasonal farmworker youth's access to postsecondary education."

In its analysis, the study also concluded "In Education, however, federal support for farmworker families has been predominately in pre-school and the primary grades. The present generation of teenage farmworkers and young adults (most of whom are high school dropouts) cannot be relegated to a subordinate position. HEP and CAMP represent federal response to demonstrable need."

I must conclude that the Department of Education has not adequately researched our programs for it to reasonably assume the position it has taken regarding our future. Research will prove that there are no "duplication of services" and that there exists today no program that will serve the migrant and seasonal farmworker youth at the secondary and postsecondary level with the effectiveness and efficiency that the HEPs and CAMPs have been consistently evaluated to have performed.

There has also been much concern expressed from many sectors regarding the US Department of Education's interpretation of Section 418 A of Title IV of the Higher Education Act along with the clarifying language in the Senate Report 96-733, page 28. Specifically, it is felt that the Department of Education has violated Section 418 A by doing the following:

1. Expanding the number of programs at the expense and burden of the existing programs, in violation of the Senate Report which ties the expansion to appropriations.
2. Defunding four existing programs with no evaluated deficiencies when the Department was required to maintain the existing programs.
3. Funding new non-university and solely non-residential programs, thus changing the format of the existing model and making a fundamental change in the type of grantees, whereas the Senate Report states that "... there should be no deviation from the HEP and CAMP model when expanding the program".
4. Creating administrative rules and regulations which promote and perpetuates non-compliance with the Statute. Section 206.2 (b), 46 Federal Register 128, page 35076 is being violated since there are new grantees that do not provide any services to participants in the facilities of Institutions of Higher Education (IHE). It is felt that this section is a vague loop hole to allow for all types of eligible grantees.

There exists at the Department of Education today an attitude that funding many small commuter programs with limited supportive services will thus allow for the serving of more migrant and seasonal farmworkers than would be possible by funding large residential programs. In other words, the emphasis is on quantity and not quality. By emphasizing quantity and reducing supportive services, these programs would be considered similar to other Department of Education programs.

In light of the above, I wish to respectfully make the following recommendations:

1. Section 418 A of Title IV of the Higher Education Act needs to be amended to provide clarity and precise language as to what the

Secretary of Education is mandated to do with these programs. Without straight jacketing the HEP/CAMP models, there must be a clearer definition which distinguishes these programs from all other. There must also be much more clarification in the congressional intent language supporting the statute.

2. The specific administrative rules and regulations which govern the HEPs/CAMPs must be totally revamped. They must establish clearly who is an eligible applicant without vague loop holes, award points in the evaluatory process for track record and effective performance, clearly define purpose of the programs and model definition.
3. There must be a change in the competitive process. These are not the types of programs that can be funded one year and defunded the next year. The resources which are generated by the host institutions are enormous in establishing a HEP or CAMP program. Programs should be defunded solely based on negative performance, poor track record, and unresolveable audit problems. Multi year funding should be incorporated by the sponsoring federal agency.
4. The Congress passed into law the authorized appropriations allowable for our programs. The Congress should deem these programs sufficiently important enough to allow annual growth as authorized by the statute. By 1985, there could be as many as 45 to 50 HEPs and CAMPs across the Nation providing "an effective educational route out of poverty" for the migrant and seasonal farmworkers if appropriated the $18 million authorized by the statute.
5. When the HEPs/CAMPs transferred from OEO to the Department of Labor, the entire Migrant Division with all of its expert personnel were also transferred. This allowed for a continuity in program services and

sponsor expertise. However, when the programs were transferred from the Department of Labor to the Department of Education* there were no personnel transfers. The latter agency received no expert personnel knowledgeable in HEP/CAMP operations. This has been a source of the lack of understanding about our history, our models and our purpose that exists today among policy makers at the Department of Education. A personnel slot was in effect transferred from the Department of Labor to the Department of Education specifically for the purpose of providing continuity and expertise in HEP/CAMP programs. However, this personnel slot was cannibalized by an office other than the program office where the HEPs/CAMPs were placed. It is my recommendation that a personnel position be made available at the Department of Education which will be utilized for the purpose of acquiring the services of a knowledgeable person in HEP/CAMP matters with the necessary historical perspective and responsibility to impact upon policy which affects these programs.

*"High School Equivalency Program," OEO Instruction 6166-1 of August 1971, published by the Migrant Division, Office of Operations, Office of Economic Opportunity.

**"CETA and HEP/CAMP," A Guide for Sponsors Under the Comprehensive Employment and Training Act of 1973, US Department of Labor, Employment and Training Administration, January 1976.

ADDENDUM I

PUERTO RICO HEP - TEN YEAR TRACK

RECORD - 1972 - 1982

HEP - TEN YEAR TRACK RECORD 1972 - 1982

	1972-1973	1973-1974	1974-1975	1975-1976	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981 - 1982	10 Year Results
						Titles I & III*					
Total number of participants enrolled	94 - 100%	134 - 100%	168 - 100%	171 - 100%	213 - 100%	236 - 100%	248 - 100%	206 - 100%	181 - 100%	181 - 100%	1,832 - 100%
						Titles I & III					
Total number of terminations	94 - 100%	134 - 100%	168 - 100%	171 - 100%	213 - 100%	236 - 100%	248 - 100%	206 - 100%	181 - 100%	181 - 100%	1,832 - 100%
						Titles I & III					
Total number of GED grads.	38 - 40%	99 - 74%	137 - 82%	131 - 77%	152 - 73%	205 - 87%	226 - 91%	191 - 93%	169 - .93%	171 - 94%	1,519 - 83%
						Title III Only					
Total number of GED grads. placed	37 - 97%	92 - 93%	136 - 99%	123 - 94%	152 - 100%	189 - 99.5%	220 - 97%	186 - 97%	161 - 95%	158 - 92%	1,454 - 96%
						Title III Only					
Total number of non-GED grads. placed	19 - 32%	9 - 26%	18 - 56%	18 - 45%	46 - 84%	20 - 80%	17 - 74%	9 - 60%	4 - 33%	4 - 40%	164 - 52%
						Titles I & III					
Total number of successful participants	56 - 60%	101 - 75%	154 - 92%	141 - 82%	198 - 93%	224 - 95%	237 - 96%	195 - 95%	165 - 91%	162 - 90%	1,633 - 89%
						Titles I & III					
Total number of unsuccessful participants	38 - 40%	33 - 25%	14 - 8%	30 - 18%	14 - 7%	12 - 5%	11 - 4%	11 - 5%	16 - 9%	19 - 10%	198 - 11%

*Title I signifies those students who were served under a sub-contract with the Commonwealth Right to Work Administration which solely provided for GED preparation services. Title III signifies those students who were provided with full services.

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ADDENDUM II

A REPRODUCTION OF THE PAMPHLET
"HIGH SCHOOL EQUIVALENCY PROGRAM"
OEO INSTRUCTION 6166-1 OF AUGUST
1971, PUBLISHED BY THE MIGRANT
DIVISION, OFFICE OF OPERATIONS,
OFFICE OF ECONOMIC OPPORTUNITY

I. INTRODUCTION

THE HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

The High School Equivalency Program is a program which provides the participants with a total social, cultural and academic education. It has been designed as a residential educational program operated by universities and colleges around the country, for migrant and seasonal farm worker youths. Each program is geared to provide a positive educational experience for each of the students. HEP projects prepare the student to successfully pass the General Educational Development (GED) examinations. Upon achieving a passing grade on the GED, each student is placed either in a job, vocational training program or into a post secondary educational institution. Since students enter and leave the program on a varying basis, individualized instruction or individualized study is an inherent part of HEP.

The ultimate goal of the HEP is sustained, progressive employment for the migrant or seasonal farm worker youth. The sub-goals of the HEP are successful achievement on the GED and a successful placement experience. The success of a HEP project is measured by:

A. The number of students who enter the program versus the number of percentage who complete the program.

B. Quality of education as indicated by GED scores.

C. Quality of placements.

D. Overall commitment of the host institution.

II. GRANTEE ELIGIBILITY

Applicants eligible to apply for a High School Equivalency Program (HEP) grant are:

1. Any college or university, public or private.
2. A consortium of two or more of the institutions noted above, provided administrative responsibility rests with a single institution.
3. A non-profit institution with experience in the area of education and having the capability to operate a residential program.

III. PARTICIPANTS

A. Selection Criteria

1. Member of a migrant or seasonal farm worker family, or having personally worked in the fields doing farm work.
2. Meet poverty guidelines
3. Single marital status.
4. Between the ages of 17 and 24.
5. Legal resident of the United States.
6. School dropout prior to graduation from High School.

B. Recruitment

Participants of these programs may be initially screened and recruited by OEO Migrant and Seasonal Farmworker Grantees, Community Action Agencies, or by the HEP project itself.

IV. HOST INSTITUTION RESPONSIBILITIES

A. Institutional Commitment.

In administering a HEP grant, the host institution should bear in mind the basic interest of OEO in this program which is to provide an effective educational route out of poverty. A genuine commitment to HEP on the part of the host institution is essential. To demonstrate this commitment, an applicant proposing a HEP program should provide for the following:

1. Physical Facilities. The physical facilities of an academic institution which will be used by HEP participants, such as classrooms, dormitories, informal lounges, recreation rooms, and offices for staff members, should be provided in the same quality and availability as they are for the regular faculty and student body. Sharing of the facilities and subsequent communication between the regular staff and student body and the HEP staff and student body have a positive educational effect and should be encouraged. In this regard, OEO discourages special identification on campus of HEP students.
2. Staff. HEP staff should have demonstrated sensitivity to and respect for the kinds of students to be enrolled in HEP.

3. Guidance on Vocational Education and Placement. The host institution should indicate the extent of its commitment to the HEP students by making provision for placement in post-secondary training, higher education or sustained progressive employment. Advising and placement assistance in the above areas become the major responsibility of the host through the program. Career counseling should be provided to the HEP students from their day of entry into the project.

B. Staff

1. Project Director. The position of Project Director must be full time. Experience has shown that the professional time and efforts of the Project Director must be devoted solely to the HEP. The position of Project Director is, at a minimum, a full 5-day, 40 hour week. The Project Director should be integrally involved in both the planning and the implementation of the project. The Project Director should be a person who has had prior successful experience with or demonstrated sensitivity to and respect for the type of student to be enrolled in the HEP. The Office of Economic Opportunity will retain final approval on the selection of a Project Director.

2. Teaching Staff. The teaching staff should be selected on the basis of prior successful experience with and/or demonstrated sensitivity to and respect for the kinds of students to be enrolled in projects. In addition, the hiring of any professional staff (excluding tutor/counselors) on a part-time basis is strongly discouraged by the OEO and will be approved only under unusual circumstances. Applicants should bear in mind the special contributions in certain areas which can be made by Peace Corps returnees, VISTA Volunteers, graduate students and youth workers. In addition, staff should have the capability to work with students who appear to suffer from psychological difficulties.

3. Tutor-Counselors. In most cases the tutor-counselors should be students in attendance at the host institution. Past experience in HEP has demonstrated the importance of tutors with special ability to establish rapport with this type of student population. Frequently, such rapport can be markedly enhanced by the use of tutors from racial or ethnic groups represented by the HEP students. Tutors should live in the same housing facilities as the HEP students. Institutions of higher education are encouraged to employ students who are eligible for Work-Study funds under the Higher Education Act of 1965. The ratio of students to staff, teaching and tutorial, should be appropriate to the special needs of the particular

Project and its students. Such ratios should evolve from a clear understanding of the nature of the HEP goals. Provisions should be made for appropriate staff orientation prior to the students' arrival at the project site. Budget requests for financing and orientation up to no more than five days immediately prior to the beginning of the program may be included in the proposals.

V. THE HIGH SCHOOL EQUIVALENCY PROGRAM

A. Residential Programs.

Experience with the HEP population has indicated the particular benefits of a residential program. HEP students must be housed in on-campus residential facilities. Full or part-time residential counselors must be part of the program.

B. Curriculum.

The content of the curriculum is designed by the host institution. The curriculum shoud be developed to provide the academic and emotional efforts necessary for success on the GED exam. The academic phase of the program should include as much prevocational and vocational counseling as is deemed feasible. The rationale for this is that it is possible to provide two things at once: one, the development of appropriate academic skills through the vehicle of substantive content; and two, the development of a body knowledge which will enable the HEP student to cope more effectively with his environment, particularly in the area of obtaining sustained progressive employment and/or higher education. HEP has an acculturation rather than an assimilation thrust.

C. Other Program Activities.

Recreational or physical activities must be part of every HEP. Group activities should be augmented by individual recreational or physical activities to provide introduction to life-long recreational or pursuits. A HEP proposal should reflect careful thought and planning in the area of extracurricular activities.

HEP students should be able to participate in all student-union and student body recreational activities.

D. Parental Involvement.

Parental support of the HEP is regarded as vital to the success of this program. Each HEP project is to maintain communications with the student's parents or guardians on a continuing basis. Letters of the student's progress should be forwarded to his or her parents or guardians on a monthly basis.

E. Placement.

Host institutions should clearly understand their responsibility in the placement dimension of the program.

After placement in one of the following three alternative routes, each student receives guidance and appropriate supportive services to facilitate continued success in his or her placement situation. The indivisual placed in a training program will be given assistance in securing employment upon completion of the training program. The individual placed in a job situation can be given assistance in continuing his training and education and is provided with counseling and any supportive services which relate to success on the job. The individual placed in postsecondary education will receive counseling, tutoring and appropriate supportive services to insure his success in postsecondary education. For those students placed into higher educational institutions, the host institution is responsible for securing the financial arrangements (scholarships, student loans, work study programs, etc.) which will enable the individual to enter and complete placement in postsecondary education.

F. Counseling.

HEP uses education to facilitate ascent from poverty. The academic and training emphasis is on the development of survival skills, specifically, reading, writing, and mathematics, as well as the prevocational skills of how to obtain and handle an interview; and how to cope effectively with the structure of a working situation. Hence, counseling on a continuing basis is an important aspect of this program.

G. Stipend.

There will be a ten dollar weekly stipend which is given as an educational experience and is not to be used in a punitive manner in the form of a fine.

H. Medical/Dental Assistance.

Each HEP program is to provide each student upon arrival into the program a physical and dental examination. A diagnostic examination is necessary to determine the health of the student and serves as a form of preventive detection of any possible ailments.

ADDENDUM III

A REPRODUCTION OF PAMPHLET
"CETA AND HEP/CAMP", A
GUIDE FOR SPONSORS UNDER THE
COMPREHENSIVE EMPLOYMENT AND
TRAINING ACT OF 1973, US DEPARTMENT
OF LABOR, EMPLOYMENT AND TRAINING
ADMINISTRATION, JANUARY 1976

I. INTRODUCTION

A. Purpose.

1. This guide describes the history, objectives, program design, and establishment of the High School Equivalency Program (HEP) ... The information is provided to assist CETA sponsors to determine the need for HEP ... in their service areas and, once determined, in implementing them. These programs fall within the province of activities fundable under CETA, Title III, Section 303, and are adaptable, in part, to programs funded under other titles of the Act.

B. Educational Problems Facing Migrant Farmworkers.

1. At the secondary educational level. According to the Office of Economic Opportunity (OEO) statistics, the average migrant farmworker can expect to accumulate only five years of education in his lifetime, while the national average is more than ten years. What little formal education the children of a migrant farmworker receive is typically sporadic. The children enter school late in the year and leave early to suit the seasonal nature of their parents' employment. Naturally, the children change schools often, and the compulsory education laws rarely catch up with them. At least 50 percent of these children go to work in the fields after they are ten; some start even earlier.

Education is not a generally pleasant experience for migrant children. Because they move so often, they don't have time to adjust to the environment or to establish lasting relationships. Within the community at school they tend to be considered a disruptive influence and are often ostracized socially. Often a language barrier will compound the other socioeconomic factors that handicap migrant children in school, and before long they become identified as slow learners. The specialized instructional techniques required to overcome these handicaps have, until recently, been largely nonexistent in rural American schools. Nor have urban schools been particularly equipped to meet the special needs of migrant children.

While the High School Equivalency Diploma (GED) programs established in our school systems provide a viable educational alternative for some school dropouts, they have drawbacks which prevent some dropouts from achieving GED's. Analyses of GED and adult basic education programs by the Office of Economic Opportunity (OEO) determined that where those programs failed, they failed primarily because they were structured exactly like the schools from which the participants had dropped out; the physical environment was identical; the curriculum was similar; the process of lecture and recitation and teaching at the group norm was indistinguishable from that of the public school systems;

and conventional GED programs were strictly academic (i.e., they did not have supportive components).

C. Evolution of HEP ...

1. HEP. In recognition of the elementary and secondary educational needs of migrant children, title I of the Elementary and Secondary Education Act of 1965 was amended a year later to include the children of migrant workers in its special programs for the educationally deprived. Projects were developed on a national scale to provide migrant children not only basic education but also supportive services, such as clothing, meals, and medical care. By 1972, the Office of Economic Opportunity, (OEO) was funding a series of programs to support the education of migrant children from the elementary grades through college.

One of those programs has been the High School Equivalency Program (HEP), conceived in 1967 to provide migrant farmworkers between 17 and 23 years of age with a high school education and to place them in jobs or higher educational institutions. HEP has set up a series of projects at universities across the country where migrant farmworker youths may pursue their high school education in the college environment, removed from the stigmas they might face in public schools. To complete the course, the HEP student must qualify on the General Educational Development (GED) examination. The length of time required varies with the individual, depending on the amount of previous education, aptitude, etc.

The data available indicates that Federal assistance to migrant workers is affecting an increase in the upward mobility of the younger aged migratory agricultural population. Those who complete their high school education through HEP are now being placed in nonagricultural professions or in colleges, whereas without this type of assistance they would most likely have remained in the fields. One clear indicator of expanding upward mobility is the fact that some 33 percent of all HEP graduates go on to college. Furthermore, there are increasingly larger numbers of migrant worker children who complete a public school education and choose to pursue a college education.

II. PROGRAM DESIGN

A. HEP

1. Objectives. Utilizing a residential setting conducive to learning HEP is designed to: (a) enable school dropouts from poor families deriving their income from seasonal agricultural labor to attain a High School Equivalency Diploma (GED); and (b) subsequently be placed into sustained progressive employment opportunities or into post-secondary education.

2. Core elements. The successful HEP projects have all contained the following elements:

a. Residential arrangements on campus. Living in a college dormitory ensures an environment different from the high school or junior high school life-style which may have alientated such children; affords opportunities for exposure to an interaction with college undergraduates; provides an atmosphere conducive to learning; and makes HEP accessible to youths regardless of the location of their permanent domicile.

b. Individualized instruction. To enhance the likelihood of each HEP student's earning a GED, the HEP curriculum, encompassing 30 hours of instruction weekly, is structured to permit each student to proceed at his own pace. Classes are small, teachers function as facilitators, students utilize programmed instruction materials, subject matter is organized toward passing the five GED exams, and the teacher-student ratio is low (never more than 12 to 1).

Individualized instruction also makes it possible for new students to enter the program at any point during the calendar year -- a rather critical feature in a program which may experience turnover in its fifty slots two or three times during a year.

c. Counseling. The counseling component comprises both personal counseling to address the social and educational problems people of that age group on any college campus are likely to confront (and which are often even more traumatic for youths from disadvantaged backgrounds) and vocational counseling to assist the HEP students to make rational decisions about what to pursue after earning their high school equivalency diplomas.

d. Placement. If the GED were perceived as the program goal, then HEP's net effect would be to merely upgrade the educational level of poor people locked into seasonal agricultural labor. Since that is not the goal, projects are judged by the extent to which they successfully place HEP graduates into college, into career-ladder jobs, or into specific vocational training programs leading to career jobs. HEP staff arrange interviews, tours of businesses, scholarship packages, and negotiate with college admissions directors, employers, and training program coordinators.

e. Recruitment. Participants for these programs may be initially screened and recruited by Migrant and Other Seasonal Farmworker Programs. Community Action Agencies, churches, other community organizations or by the HEP project itself.

f. Stipends. Although the program provides all instructional materials, room, board, occasional field trips, and in some cases winter clothing (farmworkers from warm climates generally own no winter clothing); the students need a modest amount of spending money for toiletries, clothing, snacks, and personal items. HEP staffs explain to new HEP participants that students "earn" the weekly stipend by attending class and participating in HEP activities so that the students have a tangible positive reinforcement for their performance in the program.

g. Student Government. HEP student governments plan extracurricular activities, provide a sounding board for student grievances, and afford a structure for student input into HEP refinements. In some projects, student governments handle all disciplinary problems (which at once gives students responsibility for their own conduct and relieves the staff of enforcement functions); in others, the student governments draw up the ground rules for student conduct or "negotiate contracts" with HEP administrators.

h. University support. In addition to furnishing the logistical support (including classrooms and office space), universities make other resources available for the HEP participants, including:

- cultural and athletic facilities - HEP students have Student Identity Cards which permit them the same access to college events and facilities as regular undergraduates.

- equipment - science labs, films, audio-visual equipment, University automobiles, buses, etc.

- matriculation - HEP students who earn their GED may matriculate to the host institution as college freshmen.

3. Individual project innovations. Some elements have not been part of the general pattern but have emerged from the particular experiences of individual HEP projects. Some examples of these innovations are:

a. The Trial GED - The University of Miami HEP over the years developed a "Trial GED Test" to give to the students which rather accurately predict the scores HEP students would make on the actual GED examinations offered by the State Employment Service. The Trial GED not only reduced the incidence of negative reinforcement (sending students to take the GED only to have them fail) but also enabled the teachers to revise their course plans so that the subject matter was more relevant to the GED tests.

b. Contingency Management - The University of Nebraska HEP pioneered with a modified behaviorist management system to reward positive behavior and to ignore negative behavior. Everything (attendance, extracurricular activities, student government, tutoring) in this HEP program is optional and negotiable; nothing is compulsory. Students are rewarded (earn points) for academic performance, participation in activities, independent study, etc. Students and Project Staff negotiate the point value of the various behavioral responses; and the students use the points they have earned to "buy" privileges or material goods.

c. College motivation - The University of Oregon HEP has arranged for HEP students to audit University of Oregon college courses while working toward their GED in the belief that exposure to college curriculum will result in more HEP graduates choosing college as their post GED placement. (Each year Oregon usually leads all HEP projects with the highest percentage of college placements for its GED graduates.)

d. Computarized vocational counseling - Project staff of the University of Wisconsin (at Milwaukee) HEP have been able to utilize the University's computer to provide guidance for HEP student careers based on objective testing of student aptitudes, skills, and academic performance.

e. Vocational training - Eastern New Mexico University at Roswell is actually a junior college with a vocational orientation. The HEP project there has gained access to the rather wide selection of vocational training equipment to enable its HEP students to work out program schedules combining GED study and vocational training.

f. Graduate student work/study - Washington State University's Department of Education has for three years permitted its graduate students to earn academic credit toward their doctorates by working part-time as teachers, counselors, and administrators in the HEP program there.

g. Half-way house - The University of Nebraska HEP developed a "half-way house" for HEP graduates accepting job placements. HEP graduates may stay up to two months in the half-way house (with free room and board) while their initial pay checks build up sufficiently to enable them to rent their own apartments. During their stay in the half-way house, the graduates get special adjustive counseling to ease their transition to the world of work.

Mr. CORRADA. Thank you. That truly is a very inspirational example. I am sure that many others have benefited as well from this program.

I want to congratulate both of you, of course, for your testimony, and not only for your testimony, but your commitment to these programs, your personal commitment to these programs.

By the way, give my best regards to Anna Maria Torres, your predecessor who was here. She and I correspond frequently. I hope that she will keep writing to me. I welcome her letters and her phone calls. Of course, Diana Schacht, who is my legislative aid in charge of these matters will also continue to be available to you as she has been to Anna Maria.

I am very fond of the TRIO programs. I didn't have all of the problems that Ricardo Franco had, but when you started by saying that he was a child of a family of 15 from Orocovis, I am a child of 14 from Morovis, which is right next to Orocovis. At that time, I studied my first eight years of school in the Morovis public school, and we didn't have many of these programs. But I still remember, of course, that I benefited tremendously from my public school education in Morovis.

At that time, we didn't have a high school in Morovis. My father could still afford to send me here to Ponce to study in high school. He only had that ability to do that for the first 3 of the 14 brothers and sisters because, after the third, he could just not afford to educate us in the private—the Catholic University, as in my case—all of my other brothers and sisters went to public school. Naturally, after I finished my high school here, I went to the University of Puerto Rico through the public school system to study there.

I know that the story of Ricardo Franco could be the study of any Puerto Rican youngster who really is motivated and has the will, and is given the opportunity through programs like this to really have the orientation and guidance that will allow them to move ahead.

Concerning the TRIO programs, Jose, I would like to ask you if you are currently able to assist all eligible student with funds received from TRIO? How expensive is the unmet need for these services on the island? You talked about those that you service, of course, but I would like to have some notion about the unmet needs that may be out there for services provided under the TRIO programs.

Mr. MURATTI. If we take it by programs, for instance, Upward Bound programs average around 75 students per program—between 50 and 100, an average of 75. If you take into consideration there are 11 Upward Bound programs in Puerto Rico and there is a 59 percent dropout rate, the proportion of the students who would qualify for Upward Bound is equivalent to that rate of attrition. Notwithstanding there are only 75 students per program. That is around 600 students which we are serving.

In terms of the special services, the students who are entering college and who, as a result of participating in special services, are able to go on to college, I would say that approximately 40 percent—we are revising these figures because we have not had the feedback that we have wanted in the past from TRIO program directors—but it is approximately 40 percent of the students who qualify in one way or another who benefit from special services. That means that about 60 percent of the students who went to college would qualify by their academic level when they enter college, and yet they do not receive the services.

In my particular college, what we have had to do is we created services that are called short services—SS. What happens is that we tend to serve around 1,000 students on a short-term basis because we are not able to recruit them into the program over the year. Our program has a maximum of 300 students for which we receive funds.

So you can see that the proportion tends to be around between 33 and 40 percent of the students who qualify and receive the services.

Mr. CORRADA. In the hearings on Friday and yesterday, we were confronted with statistics that would appear to indicate that about 50 percent of high school graduates in Puerto Rico who go on to postsecondary studies actually drop out or fail after that first year. What, if anything, do you believe that the TRIO programs could do to help cope with that situation?

Mr. MURATTI. For one thing, students with the same demographic and academic characteristics who are qualified for TRIO and yet do not enter tend to drop out twice as much as students who qualify for TRIO programs and receive the services.

In other words, out of every 30 who drop out, out of TRIO, only 10 drop out, 30 out of 100. So that means that we have a higher retention rate as a result of our services, particularly the counseling services.

Counseling is something that is very hard to assess because you cannot objectively quantify how much of the hours of direct contact in a counseling situation result in retention. Yet, it has been as a result of basic counseling that many of the students have decided to continue studying, even if, during the first year, they do not accomplish the level that we would want them to. That is very much related to that C average in the Pell grant.

If I might address that also. TRIO programs at the college level, we are supposed to serve students who go in for an associate degree during the first year, and those who go in for their baccalaureate degree for 2 years. We have seen as a result of our services after one year, it is not always the case that students are able to gap the deficiencies that they brought when they came in after only one year of services. Usually, after 2 years of services, then we begin to notice what the real progress has been and we are more able to guide them toward programs that are more related to their capacities and their rate of learning. We believe that all students have potential to acquire an education, yet not all of them can do it at the same rate, and we can only serve students within a span of time which is determined by the Department of Education.

Therefore, we believe that perhaps, after the 3d year, then the Pell grant could be, in one way or another, related to the grade point average that the student acquires, but not before that.

Mr. CORRADA. I would like to ask a question to Mr. Guffain. The Department of Education recently promulgated regulations for the chapter I migrant program which would change the eligibility requirements by mandating that children must have had their schooling interrupted. For instance, they would have to move out of the school district during the school year in order to be assisted under title I. It appears that the practical effect of this change might be to eliminate Puerto Rico's receipt of funds under chapter I migrant programs.

Could you comment on that and what effect, if any, this change may have in your programs?

Mr. GUFFAIN. Mr. Chairman, the high school equivalency programs and the college assistance migrant programs are governed by separate rules and regulations specifically geared toward our programs. Our eligibility standards for HEP's and CAMP's are different than the title I regulations, so we would not be affected specifically by any change in those regulations.

I might add that having come from the 17th annual national migrant child education conference in Portland, I believe that, from their point of view of migrant education, there is some opposition to those kinds of regulations.

Mr. CORRADA. I understand that several institutions on the island have submitted proposals under the CAMP program, but as of yet, none has been funded. In your opinion, if only one project could receive funds, where should it be located in order to most efficiently serve the migrant population? I am not talking about any specific institutions, but rather geographic areas, size of community, rural or urban, et cetera?

Mr. GUFFAIN. You put me at a disadvantage. I have been seeking a CAMP program for Catholic University for many years now. However, being an island 100 miles by 36 miles, our HEP program initially was located in Mayaguez, and we served the entire island. We had many students from Humacao and that region on the east coast, being a program on the west coast Being in Ponce, we also serve all of the island.

Being a residential program, which is contrary to the wishes of the Department of Education and their funding processes, we are able to serve the entire island, and not only the entire island, but the migrant Puerto Rican population who go to the United States, to the east coast farms.

My personal opinion is that anywhere in Puerto Rico where you locate a CAMP program, at any institution of higher learning, and residency is an integral part of any program, residential support, it could effectively serve the entire population in Puerto Rico.

Mr. CORRADA. Thank you.

Mr. Williams.

Mr. WILLIAMS. Thank you, Mr. Chairman.

Mr. Guffain, you have some information in Addendum 1 that I would like you to refer to because I have a question. Addendum 1, for the record, is a 10-year indication of progress of the Puerto Rican HEP program. I am on the first page of that addendum.

Do I understand that the 181 figure under 1981-82 is the total number of participants enrolled in HEP island-wide?

Mr. GUFFAIN. Yes, sir, in our program on a yearly basis.

Mr. WILLIAMS. The record should show that that is the lowest number of HEP participants since 1975. I assume that is because of a reduction in funding.

Mr. GUFFAIN. During the period between 1976 and 1980, the HEP program at Catholic University received a subcontract under the CETA title III farmworker program from the Commonwealth Department of Labor. So on top of the grant we received from the U.S. Department of Education, we received alternate sources of funds to be able to serve more partipants.

What 1981-82 reflects is that, at that year, we did not have the resources of that subcontract and we had to serve Puerto Rico with the funds we received from the grant from the Department of Education.

Mr. WILLIAMS. It is interesting to note that, despite the reduced number of participants enrolled, the total number of GED graduates of last year are exceeded only in 1978 and 1979. So, despite the fact that you had fewer participants, you were providing more people with their GED than ever before in the 10-year history, with the exception of 2 years.

Mr. GUFFAIN. Yes, sir. Exactly.

I strongly believe that the fact that we have been in the business for 11 years, and with a very dedicated staff, we have come to the point where—you will see in the testimony that I presented that over the past 4 consecutive years, the Puerto Rico HEP program has been averaging a 93 percent success ratio in terms of GED attainment; and over the past 5 consecutive years, over a 94 percent success ratio in terms of placements.

That is why in one of my recommendations, if I may, to the subcommittee, I allude to the fact that I do not believe that these programs are the type of programs that can be changed from one year to the other. The competitive process under which the Congress imposed on the programs in 1980 needs to be taken a look at. The resources, the massive resources, that are generated by an institution of higher learning, such as Catholic University, in terms of structures and classrooms and offices and supplies and everything, is enormous. These programs are best served if they can have continuity. That is why I am recommending multiyear funding for our programs.

Mr. WILLIAMS. Many of us in the Congress are very much aware that multiyear funding is critical for the success of many social service efforts, particularly those which are involved with education. I served as an administrator in such a program 5 or 6 years ago, before I came to Congress, and I am convinced that what you say is correct.

Mr. Muratti, on page 3 of your testimony, you cite the national assessment of education progress as having determined that the language skill, along with the mathematic skill, of both elementary and secondary school students in Puerto Rico has grown worse in the past 10 years. We suffer from some of that on the mainland, by the way, according to a recent report called "A Nation at Risk."

In your judgment, what is causing it here?

Mr. MURATTI. That is a very good question.

Mr. WILLIAMS. We don't know what is causing it on the mainland. If we find out what is doing it here, maybe we can transport it to the mainland.

Mr. MURATTI. I think that one of the main problems causing that trend in Puerto Rico is the lack of encouragement and the lack of motivation that school teachers have because of salaries and because of the conditions of the Department of Education. I think that the fiscal constraints that the government has has not allowed for the income level of teachers to go up with the rest of the most demanding professions in Puerto Rico, which means that a lot of talented youth who would be able to contribute most effectively to this educational process are moving away from education. In many cases, the emphasis on education is not a priority, and teachers are very discouraged. I think that is one of the main reasons.

I think that, somehow, we would need to allocate more funds toward education, and perhaps making the objective of education that students who finish high school be prepared to enter college, that that be a requirement, and that, in one way or another, school officials be made responsible for that level to be reached.

Mr. WILLIAMS. Along with increased funding in certain areas, we need to determine some innovative and newer ways of providing adequate education and, in fact, excellent education for our people. Finding those ways are not always easy. But Americans have always been up to that task and, together, through the years, have always come up with a new and a better way to educate our people.

Mr. Chairman, I want to commend both Carlos and Jose for their years of work in what is going to be recorded one day as a great American effort, a unique American effort. Along with this American notion that we can rule ourselves better than any king or any prince that ever ruled, is the American genius, which is the unwillingness of people to permit poor human conditions. Whether it is in Detroit or New York or Ponce or Morovis, people simply will not, in this country, accept ignorance and poverty and sickness and despair.

We come together in this thing called the United States—and I think that the sooner Puerto Rico joins and becomes one of the United States, the better for both you, and particularly for the mainland—but we have joined together in this cooperative effort to try to improve our lot as humans. When the history of this past quarter century is written, people such as you two are going to receive accolades from the historians because you helped in a unique American effort that moved literally hundreds of thousands of people to a better life, people who would not have achieved it had it not been for the efforts of you and other thousands like you.

Have we done it perfectly and has it worked in every instance, and has every program been above reproach? No, of course not. We are involved in a human effort which is very difficult to achieve. But in my judgment, in 20 years, our success in this country has been absolutely remarkable.

I know there are those, some in very high places, who say that the past 20 years is an example of how Federal money only makes things worse. But I completely and totally disagree with that, and the facts show that, in most of these efforts we have launched upon, it is simply not so.

So I commend you and your counterparts throughout the island and on the mainland for a heroic effort which has resulted in more than one Ricardo Franco.

Mr. **Corrada**. Thank you, Mr. Williams for your remarks. They are really appreciated.

These two young men are an example of what can be done to improve the lot of our people. There are in our island many more just like they are.

I have always been very fond of saying—and this is what I learned when I was in Morovis—that it is better to light one little candle than to curse the darkness. At times, we do find ourselves in situations where people criticize and point to what is wrong, but they are not willing to commit themselves to help make what is wrong right. I think these programs and the individuals who are involved in those programs are a good example of a constructive, realistic, efficient approach to, again, many little candles that eventually will make light and not darkness.

We thank the two of you. We really appreciate your testimony.

After having these witnesses testify, we have finished our business for today. Later in the day, we will go to an onsite visit to Cayey. The hearings are now adjourned.

[Whereupon, at 12:25 p.m., the subcommittee was adjourned.]

HISPANIC ACCESS TO HIGHER EDUCATION

FRIDAY, DECEMBER 2, 1983

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Houston, Tex.

The subcommittee met, pursuant to call, at 9:30 a.m., in the Hercules Room, University of Houston Hotel, University Park Campus, Houston, Tex., Hon. Paul Simon presiding.

Members present: Representatives Simon and Kogovsek.

Staff also present: William Blakey, counsel and subcommittee staff director; John Dean, Republican assistant counsel.

STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS

Mr. Simon. The Subcommittee on Postsecondary Education is continuing its hearings as an approach to how we reauthorize the Higher Education Act.

We intend somewhere around the first of February to be introducing a reauthorization of the Higher Education Act. One of the questions that we deal with is the whole question of access in higher education.

In the hearing today and in hearings we have held in Puerto Rico and in Washington—we are going to be holding one tomorrow in Los Angeles and we will be holding one soon in Chicago—we are specifically talking about a problem area that is somewhat difficult to deal with, but where we clearly have to make progress in our country and that is the whole question of access for Hispanic Americans.

They are severely underrepresented among fulltime undergraduate students, 3.7 percent. They are also underrepresented among students pursuing graduate degrees, 2.2 percent of those students.

Our hearings really are aimed at four things: barriers to Hispanic access to higher education; factors affecting retention and graduation of Hispanic students in higher education; professional development and advancement of Hispanics, particularly in the field of higher education; and institutional assistance to colleges and universities serving low-income Hispanic students. We have been able to be of assistance to some of the historically black institutions, and I think it is the clear intent of the subcommittee to continue that.

It is a little more complicated as we deal with the Hispanic community, but we are eager to be of some help in creating greater opportunities for a very important part of our population.

I am pleased to have with me here at the hearing today my colleague from Colorado, Representative Ray Kogovsek.

Ray, do you wish to add anything?

[Opening statement of Chairman Simon follows:]

OPENING STATEMENT OF HON. PAUL SIMON A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS AND CHAIRMAN, SUBCOMMITTEE ON POSTSECONDARY EDUCATION

The Subcommittee on Postsecondary Education is continuing its hearings on Hispanic Access to Higher Education. These hearings are part of the Subcommittee's fact finding process leading to reauthorization of the Higher Education Act and our inquiry into the continuing barriers to full educational opportunity to the postsecondary level for Hispanic Americans.

Following three days of hearings in Puerto Rico, the Subcommittee is holding hearings in Houston, Texas, Los Angeles, California and Chicago, Illinois to better understand the problems of the programs in the Act.

Despite some advancement in the recent past, Hispanics are still severly underepresented among full-time undergraduate students (3.7 percent); overrepresented among students enrolled in two-year institutions (54 percent of all Hispanics are enrolled in community colleges); and substantially underrepresented among students pursuing graduate degrees (2.2 percent).

Our hearings will focus on four basic issues:

Barriers to Hispanic access to higher education;

Factors affecting retention and graduation of Hispanic students in higher education;

Professional development and advancement of Hispanics in the professoriate and key administrative positions; and

Institutional assistance to colleges and universities service low-income Hispanic students.

We look forward to hearing from the witnesses and I welcome everyone.

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SUBCOMMITTEE ON POSTSECONDARY EDUCATION

November 28, 1983

MEMORANDUM FOR CHAIRMAN SIMON

I. SUBJECT: HISPANIC ACCESS TO HIGHER EDUCATION IN THE SOUTHWEST

The Subcommittee on Postsecondary Education will be holding hearings on Hispanic Higher Education in Houston, Texas on December 2 and in Los Angeles, California on December 3, 1983. These field hearings will provide an opportunity to gather additional information and better understand the status of Hispanic Higher Education in the Southwest. The hearings will consider both the gains and the prevailing obstacles still frustrating the higher education aspirations of the Hispanic people. Many of these issues can be addressed in the upcoming reauthorization of the Higher Education Act of 1965.

Available research indicates that even though Hispanics are the largest minority group in the western United States, they are the most under-represented group in enrollments in higher education. According to one study, while Hispanics make up nearly 13 percent of the population in these western States, they represent fewer than 8 percent of the undergraduates and first-professional students in the West.[1]

Another study found that this under-representation of Hispanics is greater in the West than in the country as a whole. In the United States, Hispanics make up 5.3 percent of the population but they represent 4.3 percent of the undergraduates and about 2.5 percent of the graduates and first-professional students.[2] Both of these studies, among others, underline the need to improve the access and retention of minority students in higher education.

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1. "Western Instate Commission for Higher Education (WICHE) - Study", January, 1980, cited in The Chronicle of Higher Education, Vol. XX, #14, Middleton, L., June 2, 1980, p. 1.

2. "Representation of Minorities in Higher Education in the West", cited in WICHE Reports, "Hispanics: Most Underrepresented in Enrollments", Today, November, 1979, p. 8.

There is also significant evidence that Hispanic undergraduates are concentrated in two-year community colleges, with only a handful in four-year colleges. Hispanics appear to be underrepresented on college faculties as well.

It is thought that Mexican-Americans account for about 60 percent of the Hispanics in the country. However, there are no recent figures on participation in higher education of the different Hispanic groups, such as Mexican-Americans, Puerto Ricans and Cubans because most studies group them in one category for the most part. The concern has been made that a lack of such data has led to the exclusion of Hispanics from many Federal programs designed to aid minority-group students. Until the era of the Civil Rights Movement, Mexican-Americans -- like Black Americans -- were often excluded from higher education, but -- unlike black and Indian groups -- have received no support for developing their own Hispanic colleges and universities.[3] For this reason and others, only two truly Hispanic institutions operate in the U.S.A, excluding Puerto Rico[4]

Some educators argue that the continuing low participation of Hispanics in higher education is not so much the fault of colleges and universities as of elementary and secondary schools, where Hispanics have one of the highest dropout rates in the country. Others who have studied the progress of Hispanics in education conclude that the situation has improved considerably since 1968. Despite such signs of progress, however, most Hispanic education leaders are concerned that a "plateau" might have been reached.[5] The National Center for Educational Statistics (NCES) has noted a reduction in the number of grants to Hispanics under the strengthening developing institutions program and the "Trio" special services programs for undergraduates from disadvantaged backgrounds. This "leveling" of program support is questionable,

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3. The Chronicle of Higher Education, Vol. XX, #17, Middleton, L., June 2, 1980, p. 8.

4. Boricua College in New York and St. Augustine Community College in Chicago were founded in 1974 and 1980, respectively, without Federal assistance, as were all of the historically black colleges and universities (except Howard University and 16 of the 17 black land grant institutions) and the 18 tribally-controlled Indian community colleges.

5. The Chronicle of Higher Education, Vol. XX, #17, Middleton, L., June 2, 1980, p. 8.

however, because of recent actions by the Congress in the appropriations process and because many of the programs are in operational phases which might be considered transitory. In additon, more recent data suggest that the decline suggested by NCES may not be continuing in at least one program.[6]

A co-author of the NCES study states that the problem is that few people in decision-making positions in the government are sensitive to the needs of Hispanics. Also, whenever there are budget reductions, it seems that minority programs are the first to suffer. While overwhelmed by these obstacles and their education deficiencies, the most significant education barrier for many Hispanics is the one of language. Minority students are also confronted by the prevailing assumption that the system coddles them with special concerns.[7]

HISPANICS IN HIGHER EDUCATION

In March of 1981, the Hispanic Higher Education Coalition presented testimony on the impact of fiscal year 1981 budget reductions and fiscal year 1982 budget request on postsecondary education. Of primary concern were the proposed reductions in the Pell Grant and the Guaranteed Student Loan (GSL) programs. The three major issues focused on by the Coalition statement were:

1. Hispanic access to higher education,
2. Hispanic retention in higher education institutions,
3. Professional development of Hispanics in higher education institutions, and
4. Institutional representation of Hispanics in higher education institutions.

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[6] See Testimony of Dr. Anne L. Pruitt, Associate Dean, the Graduate School, Ohio State University before the Subcommittee on Postsecondary Education, November 16, 1983 regarding the history and accomplishments of the Graduate and Professional Opportunities Program, p. 7.

[7] The Chronicle of Higher Education, Vol. XX, #17, Middleton, L., June 2, 1980, p. 10.

The statement, in summary, argues that the changes proposed by the Administration regarding the Pell Grant and the GSL programs would, if carried out, have an adverse effect on Hispanics. These changes would exacerbate under-representation in institutions of higher education. The proposed budget cuts leading to major reductions in the dollars available for student assistance programs will reduce access for Hispanics in postsecondary education, and decrease their retention and transfer potential in colleges and universities. Further reduction of financial aid will contribute to an even greater decline of Hispanics participating in GPOP and other postsecondary education programs. In addition, reductions in Pell Grants will not only prevent students from completing their degrees but also discourage interest and access on the part of potential students from the same families. Reductions in GSLs and National Direct Student Loans will cause reductions in student academic loads and prevent potential candidates from access or transfer to graduate and professional education. The Coalition's testimony concluded that any proposed budget cuts and/or reductions should take into consideration the educational and economic characteristics of Hispanics across the Nation.[8]

This testimony led to the September 16, 1982, hearing on Hispanic Access to Higher Education in Washington, D.C. This national hearing was an introduction to the current series of field hearings and provided the framework for their structure. It was stated in testimony at the September 1982 hearing that the condition of Hispanic participation in postsecondary education is poor and continues to need critical attention. Hispanics still find themselves underserved by education programs designed to resolve these inequities. Included in that testimony was the following data:

- In 1980 there were 221,168 Hispanic full-time undergraduates enrolled, constituting 3.7 percent of all undergraduates enrolled in the 50 States and the District ot Columbia. (This reflects an increase of 12.6 percent form 1978.)

- In 1980 there were 255,084 Hispanics enrolled in 2-year colleges in the States and the District of Columbia, for 5.7 percent of all 2-year college enrollments. This total accounts for 54 percent of all Hispanic enrollments in the States and the District of Columbial Only 36 percent of all White students were enrolled in 2-year schools.

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8. Testimony on the Impact of FY 1981 Budget Reductions and FY 1981 Budget Requests on Postsecondary Education prepared for the Subcommittee on Postsecondary Education, Committee on Education and Labor, U.S. House of Representatives, The Hispanic Higher Education Coalition, March 11, 1981, p. 2-8.

- There was 216,047 Hispanics enrolled in 4-year colleges in the States and the District of Columbia, for 2.9 percent of all 4-year college enrollments.

- In 1980 there were 24,246 Hispanics enrolled in graduate programs in the States and the District of Columbia, or 2.2 percent of all graduate enrollments.

- In 1980 there were 6,525 Hispanics enrolled in first professional programs in the States and the District of Columbia, or 2.4 percent of all first professional enrollments.

- Of all full-time enrollments in public colleges and universities, there were 197,507 Hispanics enrolled, for 4 percent of the total in the States and D.C.

- Eighty percent of all Hispanic college students in 1980 were enrolled in public institutions.

- Although 1980 Hispanic full-time enrollments in both public (plus 10 percent) and private (plus 22 percent) institutions in the 50 States and D.C. have increased since 1978, there has been a decline of Hispanics students as a percent of the whole Hispanic population.

- Although the number of Hispanic high school graduates in the mainland increased from 1975 (832,000) to 1980 (1,054,000), Hispanic secondary school graduates as a percent of the Hispanic population declined from 57.5 percent to 53.7 percent. (Anglos had a percentage of 82.5 and Blacks 69.7 in 1980.)

- Only 43.2 percent of Hispanics 25 years and older had completed 4 years of high school in 1980 as compared to 68.7 percent of Whites 25 years and older.

- In 1980 7.6 percent of Hispanics 25 years and older had completed 4 years of college as contrasted to 17.1 percent of Whites and 8.3 percent of Blacks.

- In 1980, 82.5 percent of 18-24 year old Whites were high school graduates compared to 53.7 percent of Hispanics.

- Hispanic college enrollments as a percent of Hispanic high school graduates declined from 35.4 percent to 29.9 percent from 1975-1980.

- Hispanic college enrollments as a percent of the 18-24 year old population fell from 20.4 percent in 1975 to 16.1 percent in 1980.

- College enrollments in 198[illegible] for the 18-24 year old white population was 26 percent, while Hispanics comprised only 16 percent.

- Of the total college enrollments in the 50 States and the District of Columbia for 1980, only 3.9 percent were hispanics (471,131).

- 47.7 percent of all Hispanic college enrollments on the mainland in 1980 were part-time students.

- For 1978-79, degrees earned by Hispanics in the 50 States and D.C. included 4.2 perecnt of A.A., 22 percent of B.A., 1.8 percent of M.A., 1.3 percent of Ph.D., and 1.9 percent of first professional degrees.

- Although hispanic B.A. recipients increased (plus 7.3 percent) from 1976-77 to 1978-79, M.A. (minus 15.9 percnt) recipients declined in number as a percentage of the whole.

- For 1980, there were a total of 389,903 undergraduates (full and part-time) for 4.2 percent of the total undergraduate enrollement in the 50 States and D.C.[9]

It is evident from current reports that much of these problems have not been resolved or alleviated since that hearing. Many of these same issues still confront Hispanics. The Subcommittee's hearings are intended to develop ameliorative legislation for the Higher Education Act reauthorization.

DEMOGRAPHIC BACKGROUND

According to the April 21, 1983 overview from the Subcommittee on Census and Population, the following profile regarding the status of the Hispanic population was established:

> "Hispanic" is an umbrella term used to encompass the subpopulations that include Mexican-Americans, Puerto Ricans, Cubans, South and Central Americans and other Spanish origin persons. This Hispanic population in the U.S. is growing approximately six times faster than the majority of the population. Between 1970 and 1980, the total U.S. population increased 11 percent, whereas the Hispanic population increased 61 percent. This upsurge has led to speculation that Hispanics may be the Nation's

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[9] Prepared statement of Rafael Magallan, Executive Director, The Hispanic Higher Education Coalition, cited in a hearing before the Subcommittee on Postsecondary Education, Committee on Education and Labor, U.S. House of Representatives, 97th Congress, 2nd Session Washington, D.C., September 16, 1983, p. 46-49.

largest minority group by the end of this century, outnumbering Blacks. Contributing to this speculation is the high birth rate of Hispanics in proportion to Blacks and the steadily increasing immigration rate for Hispanics. The 1980 census shows that there are 14.6 million persons of Spanish origin in the U.S. This is 6.4 percent of the total population; this estimate does not include the 3.2 million persons, 8.7 million are of Mexican origin. Some Hispanics remain uncounted because an unknown percentage of this population falls into a group termed "undocumented" or "illegal".[10]

Hispanics, as a multi-racial and multi-cultural people, share many commonalities as a population but also exhibit differences in sub-populations. Racially, they are White, Black, Indian, and a mixture of races. Culturally, they are united by language and religion; many Hispanics practice Roman Catholicism. These characteristics indicate that there is much variation within this Mestizo group.

Even though Hispanics are found in every State in the Nation, they are concentrated in the Southwest, New York and Florida. Smaller concentrations reside in Mid-western cities such as Chicago, Ilinois, and Kansas City, Missouri and Kansas. While Hispanics live primarily in 11 States throughout the U.S., the majority of the 8.8 million Spanish-origin persons, predominantly Mexican-Americans (7.2 million), are concentrated in the five Southwestern States of Arizona, California, Colorado, New Mexico and Texas. In 1980, 4.5 million or 31 percent of Spanish origin were located in California alone. The second largest concentration of Spanish-origin persons, 2.9 million or 20 percent, is in Texas. This is compared to New York's 1.6 million or 11 percent and Florida's 850,000 or 6 percent.[11]

Among other data provided in the 1980 census report, the following information emerged:

* The Hispanic subpopulations differ in median family income levels.

* Spanish-origin families are slightly larger on the average than non-Spanish families.

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10. Report by the Congressional Research Service for the Subcommittee on Census and Population: "The Hispanic Population of the U.S.: An Overview", Committee on Post Office and Civil Service, U.S. House of Representatives, 98th Congress, 1st Session, April 21, 1983, p. 7.

11. Statistics from Case Currents, "Hispanics: Resume/Overviews", Vol. II, #4, Council for Advancement and Support of Education, April, 1983, p. 10. and Report by the Congressional Research Service, p. 7.

- Approximately 85 percent of Hispanics live in households in which Spanish is spoke as the usual household language.
- Spanish-origin families are more concentrated in metropolitan areas of the U.S. than non-Spanish families.
- Hispanics tend to lag behind the majority of the population in employment, income and education.
- There is a lack of basic health and housing information on this important population group.
- From 1973 to 1981, Hispanics have accounted for a numerically disproportionate share of U.S. employment. (Currently percent.)
- A major employment problem of Hispanic workers seems to be connected with their low educational attainment.
- Hispanic teenagers were unemployed in 1981, primarily because they were unsuccessful as new entrants and re-entrants into the labor market.
- Hispanics are an urbanized population; 84 percent live in standard metropolitan statistical areas (SMSA's) as compared to 68 percent of the general population.
- Home-ownership among the Hispanic population is low compared to the total population. Like other minority groups, they are faced with displacement and discrimination in the housing market.

The 1980 census developed this data specific to education:

- Two major problems have been identified in educating Hispanics. They are access and achievement; these problems are viewed as interrelated.
- Education data on Hispanics are more plentiful than in other issue areas, with particular attention given to bilingual education.
- The language barrier has been identified as a contributing factor in access to equal educational opportunity and instruction for Hispanic students. Hispanics are 80 percent of an estimated 3.5 million elementary and secondary school students who speak little or no English.
- Two specific factors affecting low educational attainment of Hispanic students, other than the non-language factor, are family income and parental education.

- In the decade of the 1970s, Hispanics increased their participation in higher education, but their participation rates are still below those of other population groups in undergraduate, graduate and professional programs. According to the National Center for Educational Statistics (NCES), the trend in total College enrollments shows increases from 10.2 million in 1974 to 12 million students in 1980.

- In postsecondary education, Hispanics were enrolled primarily in two-year colleges and adult basic and secondary education, and largely under-enrolled in four-year undergraduate education, graduate and first-professional programs. Of all undergraduates, Hispanics represent only 4 percent of the total enrollments as compared to their 5.6 percent share of the Nation's total population. Not only are Hispanic college enrollment rates relatively low, their representation among degree recipients is even lower according to NCES.

- Part of the problem of access results from the language barrier. It is estimated that approximately 3.5 million elementary and secondary school students have limited English proficiency, and 80 percent of these are Hispanics.[12]

HEARINGS IN PUERTO RICO, MAY, 1983

The Subcommittee on Postsecondary Education, chaired by Representative Paul Simon (D-Ill) continued its investigation of Hispanic access to Postsecondary Education by holding three days of hearings in San Juan and Ponce, Puerto Rico on May 27, 30 and 31, 1983. The purpose of these hearings was to explore the participation in and utilization of Puerto Rican students in Title IV student assistance programs, including Trio (Upward Bound, Talent Search, Eduational Opportunity Centers and Special Services for Disadvantaged Students) and the Veterans Cost of Instruction Program, and the level of participation of Puerto Rican postsecondary institutions in discretionary grant programs.

In addition to Chairman Simon, Representative Pat Williams (D-Montana) and the Honorable Baltasar Corrada, the Resident Commissioner for Puerto Rico, who both serve on the Committee on Education and Labor, joined the Subcommittee for these hearings. Representative Robert Garcia (D-N.Y.) also joined the delegation.

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[12] Report by the Congressional Research Service for the Subcommittee on Census and Population "The Hispanic Population of the U.S.: An Overview", Committee on Post Office and Civil Service, U.S. House of Representatives, 98th Congress, 1st Session, April, 1983, p. 2-17.

Overview

The Subcommittee heard from a variety of witnesses from the higher education community in Puerto Rico, including the Presidents/ Chancellors of the major higher education institutions, the President of the Council on Higher Education, the UnderSecretary of Education, representatives of community-based organizations and several higher education assistance program directors. Written testimony was also received from the Administrator of FOMENTO, the economic development agency for Puerto Rico and a former student.

The Status of Postsecondary Students in Puerto Rico

The problem of Hispanic students in the United States is exacerbated in many ways in Puerto Rico. There are a number of special circumstances in Puerto Rico which add to the difficulties for Puerto Rican students pursuing a higher education.

The per capita income for the United States is $9,458 annually. In Puerto Rico, the per capita income is $3,474 annually. To put this in perspective, 72 percent of the population in Puerto Rico qualify for the Food Stamp program (although only 50 percent receive them).

Migration patterns from the island have shifted significantly in the last three decades. For example, in the first half of the 1950's, close to 500,000 Puerto Ricans emigrated to the United States. In all of the 1970's, only about 100,000 left for the United States. In combination with this pattern, Puerto Rico is experiencing a "baby boom" reflected in the pre-college classroom, similar to that experienced in the United States in the 1960's.

The unemployment rate for Puerto Rico is 26 percent. Youth employment is 68 percent. The importance of Federal student assistance, especially Pell Grants, to low-income students in Puerto Rico not only provides postsecondary educational opportunity, but also gives that student an alternative to unemployment after graduation from secondary school.

Due to a contracting labor market, particularly for those without academic and technical skills, college education becomes a highly attractive alternative for students to maximize job opportunities. The need for higher education and the inability of many students to complete college, point to difficulties which exacerbate Puerto Rico's economic problems. Only 41 percent of high school students graduate. This is further complicated by the influx of students in secondary and postsecondary schools who are from the mainland and who bring with them difficulties in both Spanish and English. U. S. national trends of decreasing skills in language, mathematics and science are paralleled in Puerto Rico.

Although the high school graduation rate is low, college enrollment is up. In 1981-82 total postsecondary enrollment was 139,459 students, reflecting an annual growth rate for 1974-75 of 5.4 percent. Of these students, 37.7 percent are in public institutions, and 62.3 percent in private instutions. Unlike many U.S. institutions, it is the public institution in Puerto Rico which is the most exclusive. In the last two decades the number of private schools has increased to meet the growing demand for postsecondary education, while the public institution has become the exclusive institution.

Therefore, it is important to understand certain basic differences between the structure and roles of higher education in the United States and in Puerto Rico:

* The roles of public and private postsecondary institutions are essentially reversed in Puerto Rico. Public institutions, although less expensive, are considered to be stronger academically and they attract wealthier, better prepared students, while private insitutions provide "access" for low income,. educationally disadvantaged students.

* The University of Puerto Rico (UPR), established during the first decade of this century, originally educated only the elite. Very few low or middle income students could attend UPR and the higher tuitions charged by the private higher education institutions (prior to enactment of legislation creating the Basic Educational Opportunity Grant program, now Pell Grants) were prohibitive. As recently as 1960, only about 10 percent of the Puerto Rican college age population was enrolled in higher education.

* Beginning in 1973, a new group of non-traditional students entered Puerto Rican colleges and universities -- paralleling a period of high unemployment and the availability of Pell Grants to low income students for the first time. However, this increase in access was to private institutions, almost exclusively, becasue UPR's low tuition allows them to recover very little from the tuition-driven Pell Grant award.

* Enrollments in private postsecondary institutions increased 100-300 percent in the five years following implementation of the Pell Grant program. Over 86 percent of all Puerto Rican students receive some form of Federal student aid, while most receive Pell Grants, some receive two or three forms of student assistance.

According to the research, Hispanic participation in postsecondary education remains limited and continues to warrant critical attention. Though civil rights legislation was enacted nearly two decades ago, Hispanics are underserved by programs aimed at eliminating educational inequities and the widespread belief today the inequities have been eliminated. The focus of the December hearings in Houston, Texas, Los Angeles, California, and Chicago, Illinois, is "Hispanic Access to Higher Education" and they are oriented toward reauthorization of the Higher Education Act Reauthorization of 1985. To the degree that Federal programs influence institutional behavior and that institutional advocacy influences Federal policies, barriers created by either form a cycle that is difficult to break without specific policy initiatives or program intervention. Witnesses representing Hispanic institutions seek to address these barriers by focusing on the Federal policy setting process which exacerbates the problem. There is also concern in the Hispanic communities over the proposed Federal budget reductions from the current administration of Hispanic education programs and services. These hearings, therefore, are meant to provide the basis for attainment of "equal opportunity" and "access" to higher education for Hispanic students. The hearings are a continuum of the earlier hearings held in 1981 and later in 1983.

The Task Force on Hispanic Education for the Ford Foundation, August, 1983, argues that failures of school systems to meet the needs of Hispanic students are mirrored in postsecondary institutions. It is there that issues of limited access, discriminatory employment practices, and high attrition disproportionately affect Hispanic students. Although there is a public perception that Hispanic enrollments have increased greatly in recent years, the reality is very different. One is forced to concede that Hispanics have not benefitted equally from the expansion of educational opportunity. The Report's issues and recommendations follow.

Recommendations for Hispanic Higher Education Needs in the Southwest States: Houston, Texas, and Los Angeles, California

A. The Problem of Access to Higher Education For Hispanics

The problem of access to higher education for Hispanics should be dealt with by maintaining and expanding student financial aid in the way of Pell Grants, GSLs and special services, such as those provided by the Trio programs, including Upward Bound, Talent Search, etc. Statistics show Hispanic students rely heavily on these programs for their education.[13]

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[13] Task Force on Hispanic Education, Report to the Ford Foundation, Michael A. Olivas (Principal Investigator and I. Santiago, Co-Chair), August, 1983, 14.18.

The reductions and restrictions in such student financial aid as Pell Grants and GSLs should be reconsidered in light of the Hispanic student and family situation. The current Administration and Congress should be made aware of the dire effects the Federal reductions and restrictions have on Hispanic communities and their low-income families. (See to Chart I in Appendix.) Therefore, withdrawal of such Federal support will jeopardize any advancement they have made as a group as well as hinder any future attainment in education.

Regarding Pell Grants, the larger question of changing a proven student assistance program to an institutional aid program or requiring "self-help", needs to be carefully reviewed and assessed.

Basic problems plaguing elementary and secondary schools must be addressed since access to higher education institutions cannot be looked at without examining the whole picture. (See Charts II and III) The issue of Hispanic representation in postsecondary education is tied to the plight of elementary and secondary schooling for Hispanics. The difficulties many of these students face both in kindergarten through twelfth grade and in higher education suggests that it is necessary to analyze and improve the transition between the two systems.[14]

According to the research and recent statistics on the growth of the Hispanic population, and particularly the Hispanic student population in the last several years, the higher education figures on student enrollments and degree completion do not correlate with each other. (See Chart III)

There should also be efforts made to recruit more Hispanic students into higher education institutions by encouraging and motivating Hispanic students to enter. A major reason for increasing the emphasis on recruitment is that Hispanics are the youngest population group in the Nation. Their median age is 22 years, versus more than 30 years for the non-Hispanic population. The proportion of the Hispanic population below age 18 is much larger (41.5 percent) than non-Hispanics (28.3 percent). Because of the large number of Hispanics now 10 to 13 years old, Hispanics should be of even greater significance to higher education in the next decade. This should be given high consideration since many Hispanic students will opt for higher education instead of unemployment.[15]

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[14] Case Currents, Vol. IX, #4, Council for Advancement and Support of Education, April, 1983, p. 10.

[15] Case Currents, p. 10.

There is a need for gathering more demographic data in order to determine the economic needs as they relate to the education of Hispanic people. For example, Hispanics are concentrated in urban areas. Fully 81 percent of Hispanics reside in metropolitan areas, compared to 66 percent of non-Hispanics. The majority of Hispanics (51 percent) live in the central cities, and 90 percent of Hispanic students attend public school. This means that most Hispanic elementary and secondary students are enrolled in the mammoth and problem-ridden school districts of large cities.[16] The quality of Hispanic data needs to be much improved, as do theoretical constructs: priority must be assigned to improving Hispanic demographic and statistical data categorically in these matters as well, since there are many sub-groups. (See charts I & V)

Dissemination networks should be developed for groups excluded from mainstream education professional networks.

Special efforts should be directed at the most disadvantaged Hispanic populations in the Southwest States (i.e.: migrant students).

B. The Problem of Retention of Hispanics in Higher Education

The reason why Hispanic students favor two-year colleges compared to four-year institutions should be researched in order to assist them in successfully transfering to higher levels of education. Retention may also be linked to availability of student financial aid in most cases.

The problems of retention and transition for Hispanics throughout the American education system needs to be addressed in light of their linguistic and cultural circumstances.

Because of the dual language problems for most Hispanics in elementary and secondary education, there needs to be an emphasis upon the accelerated acquistion of language and other skills needed for college work.

The Trio, HEP-CAMP programs and other student service programs need to be continued and expanded in order to maintain and assist emerging Hispanic students, instead of being changed as proposed by the present Administration in its FY 1984 proposal. In addition to a 23.3 percent reduction ($35 million), Trio services would be limited to institutions whose enrollments are more than 50 percent minority. This plan would change Trio from a student assistance program to an institutional aid program.

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[16] Case Currents, p. 10.

Of the $35 million allocated for special services in FY 1984, $23 million would have been earmarked for projects at the historically black colleges. Currently, the 1,137 Trio projects serve 471,930 students at 695 institutions and 69 community agencies. The Administration's proposals have curtailed services for over 79,000 Hispanic students now served by these projects, few such colleges and universities would benefit. If Trio funds were restricted to minority schools, 70 percent of all U.S. Hispanic students would not be eligible for Trio services. Other serious policy considerations regarding this plan were evident, raising serious questions about the equity of such a proposal.

There is a need for additional studies of student retention at higher education levels, including prejudicial and discriminative factors. Few studies have been conducted on Hispanic college students who encounter problems in the elite college environment and face pressures to conform or to distance themselves from Hispanic communities; to understand this phenomenon, more research is needed.

The reasons Hispanics still lag behind in education and have the highest student dropout rate of any other group should be viewed from a broader perspective of socioeconomic conditions still prevailing in American society. (See Chart IV.)

The reason for higher attrition rates among Hispanic students should lead to institutional policy, supported by Federal and State officials, that encourage and motivate this student population to continue their education.

The meaning of "bilingualism" has to be explored further in order to understand the acquisition of two languages simultaneously as well as ESL approaches. Bilingual education must be a comprehensive, integrated approach to instruction, staffed fully and competently with fluent bilingual personnel in the elementary and secondary grades. It should enhance skills in English by using Spanish. Moreover, it should incorporate all the required subject matter areas and computer literacy. Assessment instruments and tests should be adapted and appropriately used for measuring bilingual student achievement at all levels of education.

Standard and achievement testing of Hispanic students should be understood under the circumstances of the bicultural student. They should also be utilized to highlight needs in the area of diagnosis and remediation of learning difficulties. (See Chart IV)

Hispanic professors should be involved in the design, instuction and assessment of any program proposed for Hispanics.

It is important to determine if Hispanics incur disproportionate educational debt, and, if so, does this indebtedness affect postgraduate study opportunities.

There needs to be more effort made in tracking Hispanic students in higher education institutions to alleviate retention problems.

C. The Problem of Professional Development for Hispanics in Higher Education Institutions

There are more Hispanics as well as Blacks attaining PhDs in the field of education compared to other degree programs, which indicates a need for Hispanic representation in other fields. (See Charts VI & VII.1)

Recruitment of Hispanic students into the physical sciences should be encourage in order to improve representation in the science and technology trends in education, as well as, choosing careers that are in demand in the labor market.

Public and private opportunities geared to increase the professional development and placement of Hispanics into career-related fields should be encouraged by Federal support; there is a need to study the career paths of Hispanic professors, particularly academic administrators and faculty.

Because many Hispanics are employed in special assistant or affirmative action capacities, more must be trained to hold important policy-making positions; this issue should be addressed by motivating institutional representation, such as hiring practices.

D. The Problem of Institutional Representation for Hispanics in Higher Education Institutions

The staff and personnel of higher education institutions need to be made more aware and sensitve to the needs of Hispanic students, which can be done by more professional development and institutional representation of Hispanics in such systems; the two go hand-in-hand.

Higher education institutions, with significant Hispanic populations, should make more of a concerted effort to represent Hispanics on administration and faculty personnel staffs and support services. This should also include curriculum and course development (i.e.; ethnic studies).

The lack of Hispanic representation in local, State, and Federal education agencies, education institutions and Federal and State advisory panels is a consequence of inadequate professional development which should be remedied.

At the Federal level, there is inadequate data collection for use by policy-makers, and too few Hispanics among those policymakers. In addition, Federal programs are not aimed at alleviating Hispanics' problems. There is a dearth of Hispanics among U.S. Department of Education staff, including those who evaluate proposals, for grants to increase educational opportunity; Hispanics need to be more directly involved in this political process.

There is the danger of Hispanic student equity issues being ignored in mainland States with large Black and Hispanic populations.

Hispanics haven't had the benefit of historic Hispanic colleges, like Blacks and Tribal groups, which should be investigated for future possibilities.

Efforts should be made for fund raising activities in the Southwest Hispanic communities towards the self-sufficiency of Hispanic Higher Education endeavors; more collaboration efforts needs to be made by Hispanic communities in these philanthropic pursuits towards these goals.

Annette Jaimes

Annette Jaimes
Congressional Women's
Caucus Fellow

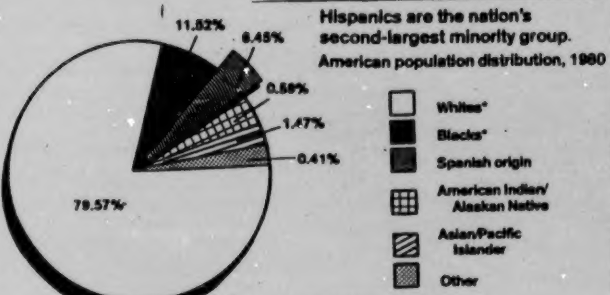
William A. Blakey
Counsel and Staff Director

APPENDIX
(CHARTS)

CHART I

Hispanics are the nation's second-largest minority group.

American population distribution, 1980



*Not of Hispanic origin

Source: Bureau of the Census, 1980 Census of Population, supplementary report

Almost one-third of Hispanic households have incomes of less than $10,000.

Household income distribution

	White	Black	Asian	Spanish origin
Less than $5,000	5.53%	19.41%	8.24%	13.80%
$5,000-7,499	5.46	11.05	5.39	9.61
$7,500-9,999	6.52	9.98	5.50	9.31
$10,000-14,999	14.31	16.75	12.46	18.26
$15,000-19,999	15.36	13.41	12.55	15.21
$20,000-24,999	14.90	10.05	13.10	12.14
More than $25,000	37.88	19.34	42.77	21.65
Median income	$20,840	$12,618	$23,075	$14,711
Mean income	$24,279	$15,721	$25,681	$17,360

(Totals do not add up to precisely 100.00 due to rounding.)

Source: Bureau of the Census, 1980 Census, special tabulations

Fewer Hispanics prepare for college by taking an academic curriculum in high school.

Curricular program of secondary school seniors, spring 1980

	White	Black	Hispanic	Asian-American	American Indian
Academic or college prep	39.3%	32.4%	26.2%	51.8%	23.7%
General	36.6	34.5	40.5	28.7	44.1
Vocational	22.8	31.1	30.6	18.3	29.0
No response	1.3	2.0	2.8	1.2	3.2

Source: U.S. Department of Education, National Center for Educational Statistics, High School and Beyond Study

Chip Cooper/University of Alabama

CHART II

CHART III

Just over one-half of Hispanics between 18 and 24 years old are high school graduates. Only 16 percent of Hispanics in that age group are enrolled in college.

High school graduates and college enrollment among 18- to 24-year-olds

		% of population HS grads	% of population college enrollment	College enrollment as % of HS grads
Whites	1975	83.2%	26.9%	32.4%
	1980	82.5	26.4	32.0
Blacks	1975	64.8	20.7	32.0
	1980	69.7	19.4	27.8
Hispanics	1975	57.5	20.4	35.4
	1980	53.7	16.1	29.9

Source: Bureau of the Census, *Current Population Population Reports*, "School Enrollment — Social and Economic Characteristics of Students"

CHART IV

Hispanics have the lowest educational attainment of all groups.

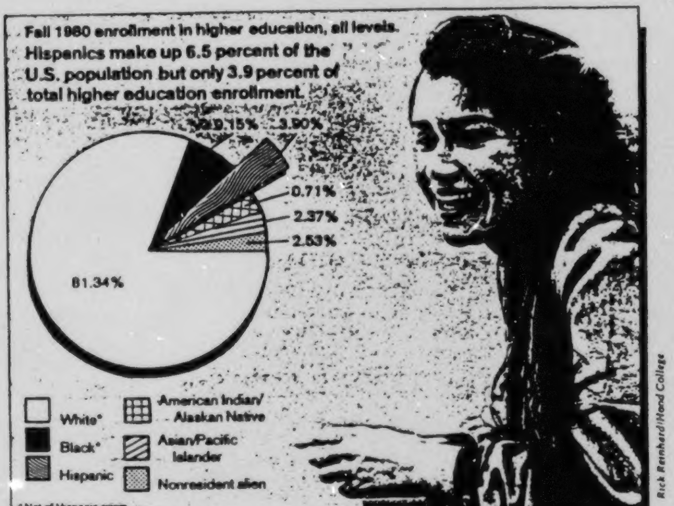
Years of school completed by population 25 years old and older, March 1979

	White	Black	Hispanic	Total
Less than 5 years	2.7%	9.6%	17.6%	3.5%
More than 5 years, less than 4 years secondary	27.6	41.0	40.4	28.8
More than 4 years secondary, less than 1 year college	37.5	30.0	25.6	36.6
More than 1 year but less than 4 years college	15.0	11.5	9.7	14.7
4 years college or more	17.2	7.9	6.7	16.4
Median number of years	12.5	11.9	10.3	12.5

Source: National Center for Education Statistics, "The Condition of Education," 1981 edition

CHART V

Fall 1980 enrollment in higher education, all levels. Hispanics make up 6.5 percent of the U.S. population but only 3.9 percent of total higher education enrollment.



* Not of Hispanic origin

Source: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey

Economics shape Hispanic students' criteria for selecting a college.
Percentages who list various criteria as "very important"

Criteria	Hispanic	White	Black
Specific courses or curriculum	64%	70%	72%
College's reputation in academic areas	51	55	64
Availability of financial aid	56	33	72
College expenses	47	32	60
Social life	28	27	35
Ability to live at home	36	18	26
College's reputation in athletics	46	10	21

Source: U.S. Department of Education, National Center for Education Statistics, "A Capsule Description of High School Students"

VI

Degree Goals 1980-81

College Board Test Takers

	Percentage of Each Group		
	Mexican-Americans	Puerto Ricans[a]	White Non-Hispanics[b]
Two-Year Program or Degree	5.5	8.9	5.4
BA or BS Degree	28.6	29.7	32.2
Graduate or Professional Degree	45.8	41.6	41.2
Undecided	20.1	19.8	20.3
Number Responding	15,487	7,491	738,078

[a] Puerto Ricans in the 50 U.S. states and District of Columbia.

[b] Total adds to 99 percent, due probably to round-off error.

CHART VII .1

Intended Areas of Study-First Choice

1980-81 College Board Test Takers

	Percentages of Each Group		
	Mexican-Americans	Puerto Ricans[a]	White Non-Hispanics[b]
Arts and Humanities	11.6	11.3	12.0
Biological Sciences and Related Areas	19.8	20.2	20.1
Business, Commerce and Communications	21.2	24.2	22.0
Physical Sciences and Related Areas	21.8	18.6	19.8
Social Sciences and Related Areas	19.5	19.6	18.9
Miscellaneous	6.1	6.1	7.3
Number Responding	15,231	7,321	726,198

[a] Puerto Ricans in the 50 U.S. states and the District of Columbia.

[b] Total does not add up to 100 percent due to round-off error.

Source: Profiles, College-Bound Seniors, 1981. New York: College Entrance Examination Board, 1982.

CHART VII.2

Median SAT-V and SAT-M Scores of 1980-81 Examinees According to Area of Planned Study

	Mexican-Americans		Puerto Ricans		White Non-Hispanics	
	SAT-V	SAT-M	SAT-V	SAT-M	SAT-V	SAT-M
Arts and Humanities	358	392	359	373	442	462
Biological Sciences and Related Areas	375	414	352	386	441	483
Business, Commerce and Communications	353	389	331	357	417	459
Physical Sciences and Related Areas	385	464	364	436	459	549
Social Science and Related Areas	363	378	355	369	437	460
Miscellaneous	347	382	323	362	423	465
Number Responding	15,231		7,321		726,198	

Source: *Profiles, College-Bound Seniors, 1981*. New York: College Entrance Examination Board, 1982.

CHART VII.3

Median Correlations Between College

Predictor Measures and College Grades[b]

	Group		
	Breland Review[d]		This Review[c]
Predictor	White	Chicano	Hispanics
High school record (HSR)	.37(32)	.36(8)	.30(14)
Verbal test scores	.37(45)	.25(9)	.25(16)
Quantitative test scores	.33(45)	.17(9)	.23(16)
HSR and admissions test scores	.48(61)	.38(25)	.38(31)

[a] This table is taken from Durán (1983, p 91).

[b] Number of independent analyses over studies is indicated in parentheses.

[c] Includes the same analyses in Breland (1979), plus additional results not cited in Breland but cited in new studies reviewed here.

[d] Breland (1979, p 38).

Data included in a paper presented by R. Duran at the Second Annual Conference of the National Council of Educational Opportunity Associations(NCEOA), "Factors Affecting Academic Preparation and Achievement", TRIO Program, University of California at Berkeley, Oct., 1983.

CHART VIII.1

Hispanic college enrollment as a percent of total enrollment in selected States and Puerto Rico and by attendance status: Fall 1980

State or other area	Total Number	Total Percent[1]	Percentage of National Hispanic Enrollment[2]	Full-Time	Part Time
Aggregate U.S.	602,147	(4.9)[3]		350,384	251,763
50 States and D.C.	471,131	(3.9)[4]		246,934	224,752
Arizona	15,137	(7.4)	2.5	6,350	8,787
California	167,677	(9.4)	27.8	66,928	100,748
Colorado	9,078	(5.5)	1.5	5,754	3,324
Connecticut	2,746	(1.7)	.4	1,549	1,197
Florida	32,290	(7.9)	5.3	16,102	16,188
Illinois	15,727	(2.4)	2.6	8,490	7,699
Massachusetts	6,036	(1.4)	1.0	4,133	1,903
Michigan	6,193	(1.2)	1.1	3,087	3,075
New Jersey	13,750	(4.3)	2.2	8,766	4,984
New Mexico	14,236	(24.4)	2.3	9,364	4,872
New York	53,777	(5.4)	8.9	37,043	16,734
Ohio	3,421	(.7)	.5	2,209	1,214
Pennsylvania	3,960	(.8)	.6	2,824	1,135
Texas	85,551	(12.2)	14.2	48,494	37,057
Washington	4,485	(1.5)	.7	2,326	2,159
Puerto Rico	130,352	(99.4)	21.6	103,419	26,933

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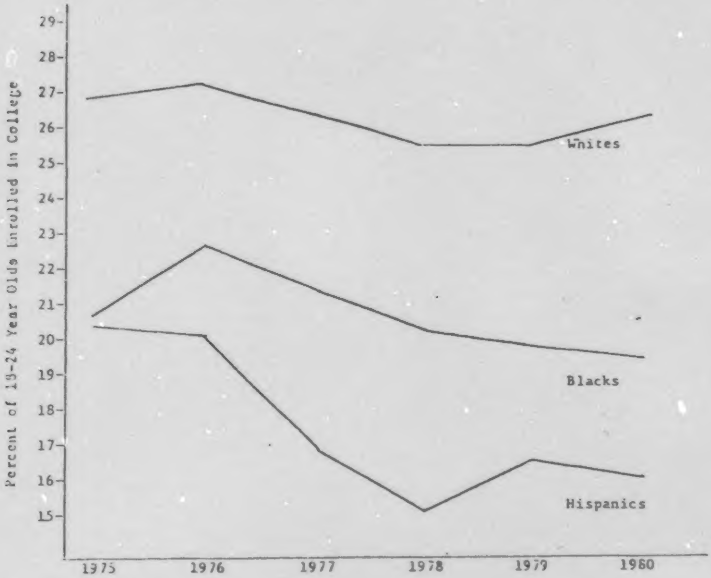
[1] Hispanic enrollment as a percent of Total State college enrollment.
[2] State percentage of national total Hispanic college enrollment.
[3] Hispanic percentage of aggragate U.S. college enrollment.
[4] Hispanic percentage of total U.S. continental college enrollment.

SOURCE: U.S. Department of Education, National Center for Education Statistics and Office for Civil Rights, Opening Fall Enrollment, 1980, special tabulation prepared by the Hispanic Higher Education Coalition.

Percent of 18-24 Year Olds Enrolled in
College, by Race/Ethnic Group, by Year



Source: Bureau of Census, Current Population Surveys, November Surveys, 1975-198

CHART VIII.2

Special Report

Community college transfer figures for Fall, 1982

The following are highlights of an update on community college transfer statistics recently prepared by Dr. Dorothy Knoll of the California Postsecondary Education Commission.

Trends in Numbers

The number of community college students who transferred to the University of California increased by 7.5 percent between Fall, 1981 and Fall, 1982 but the Fall 1982 number of transfer students was less than for any fall between 1970 and 1980.

In the California State University, the number transferring decreased between Fall, 1981 and 1982 by .7 percent to a level below that first reached in Fall, 1981.

The net change in numbers of community college students transferring to the two segments combined was an increase of about .5 percent.

Differences among campuses

Increases in transfers between Fall, 1981 and 1982 to the University of California occurred on all eight general campuses except Irvine, which showed a decrease of seven percent. The largest percentage increases were at Riverside (17), Santa Barbara (16) and San Diego (11).

Although the State University had a .7 percent decrease overall between Fall, 1981 and 1982, some campuses showed gains and others had losses, several of them greater than this systemwide percentage decrease. The largest percentage gains occurred at Polytechnic-Pomona (33), San Bernardino (11), and Sonoma (11). The largest percentage losses were at Polytechnic San Luis Obispo (11), Los Angeles (19), Humboldt (16), San Diego (12) and Stanislaus (11).

Reasons for Trends

Small numbers of students transferring to the University continue to be a problem for some community colleges that may find it increasingly difficult to offer the courses needed by University transfer students, particularly in engineering and mathematics-based disciplines. Twenty-five community colleges had fewer than 10 students transfer to the University in Fall, 1982 while only 34 colleges had as many as 50 university transfers. Seventeen of the 107 community colleges produce about half of the university transfers and the median number of students is 30. Given the differing graduation requirements of the various university campuses and the large number of majors pursued by transfer students, small community colleges may find that they lack the resources needed for university transfer programs for small numbers of students with diverse needs.

The state university has more campuses and more diverse majors than the university, however, community colleges probably had [illegible] for transfer to the state university because of the [illegible] larger numbers of students involved. Only 11 of the State's community colleges had fewer than [illegible] transfer to the state university in Fall, 1982, [illegible] had fewer than 100 state university transfers. The median was above 200 students. Attraction of transfers to the state university may be attributed to such nonacademic factors as geographical proximity to a state university campus and lower total cost, taking into account student charges, living expenses (at home), books, and related educational expenses. Other factors include easier eligibility to transfer on the part of those who would not have been eligible for freshman admission on the basis of their high school record, greater likelihood of community college courses being accepted in satisfaction of major and general education requirements for graduation, and more opportunity to enroll in baccalaureate degree programs leading directly to employment.

Community College Transfer Students
Fall Term

Year	UC	CSUC
1965	2,948	14,603
1966	3,761	19,295
1967	3,702	22,059
1968	3,785	26,596
1969	4,458	28,207
1970	5,166	29,059
1971	6,154	32,546
1972	7,165	34,619
1973	8,193	33,089
1974	7,813	32,646
1975	8,002	35,537
1976	7,123	32,653
1977	6,392	34,001
1978	6,193	31,609
1979	5,649	30,428
1980	5,428	30,490
1981	4,778	30,020
1982	5,137	29,824

STATEMENT OF HON. RAY KOGOVSEK, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF COLORADO

Mr. KOGOVSEK. Just very briefly, Mr. Chairman. I want to thank you for having hearings down here in the Southwest. As a representative of Colorado and a part of the Southwest, I want to concur with you when you say that we have significant and unique problems as far as access, retention, and so on, as far as the Hispanics are concerned in higher education. I commend you for holding these hearings here and in Los Angeles. I hope to be with you in Chicago in a couple of weeks and look forward to the testimony that we are going to hear this morning.

Mr. SIMON. I might add that the others here at the table are: William Blakey, the counsel and Subcommittee Staff Director, and John Dean, the Counsel for the Minority on the subcommittee. I am pleased to add that we have had a good working relationship between the two political parties in our subcommittee.

It has not been one of the subcommittees where we have had deep division between the two parties. I am pleased to welcome first, for opening remarks, the chancellor of the University of Houston. I am welcoming him almost literally, since he has been here 4 months, I understand, at the University of Houston.

Dr. Richard Van Horn, we are pleased to have you here. I want to thank you. He assured us we were going to have a good, bright, sunshiny day when we arrived in Houston. Mr. Chancellor, we are looking forward to that sunshine. Happy to have you here.

Mr. VAN HORN. Thank you, Congressman Simon. I understand the Sun is shining above, about 20,000 feet, and it is only a local problem.

STATEMENT OF RICHARD VAN HORN, CHANCELLOR OF UNIVERSITY OF HOUSTON

Mr. VAN HORN. Even though I have been here only a short time, I am pleased to welcome Congressman Simon and members of the committee, and the other visitors who are here this morning.

The University of Houston is pleased to be able to host this meeting of the panel. During the very short time I have served as chancellor, I have had an excellent opportunity to learn about the University of Houston.

You probably learn more in the first 4 months than you learn in the rest of your career. The University of Houston has become a major State university, and is in the process of being recognized as a leader among universities located in major urban areas.

We are making contributions in liberal and professional education, as well as contributions to the knowledge base, which of course supports all education. Now, in working toward those goals, the university is also dedicated to providing excellent opportunities for the education of Mexican-Americans.

We, of course, are located in Houston, and Houston is a major and growing center of the Mexican-American population in the United States. So we have an unparalled opportunity to serve Chicanos and to serve the Nation through teaching, research, and service.

At present we teach about 1,800 Hispanic undergraduates each year, making the University of Houston a major source among all universities of Hispanic B.A.'s. In common with our other graduates, about 80 percent of our Hispanic alumni live within a 50-mile radius of the campus.

I thought I might share with you just a few examples of our graduates. Xavias Torre, U.H. Class of 1975, is now a prominent attorney in Houston. His representation of undocumented children in Houston contributed to the Supreme Court's decision in *Doe* v. *Piler.*

Arrelardo Barez, U.H. Class of 1968, served as associate counselor for Maldef and the director of the D.C. Maldef office, where he has ably advocated Hispanic interests.

Sylvio Panner, who took her doctorate from the University of Houston in 1976, now serves as a professor in our College of Education.

Guadalupe Centanias, U.H. doctorate in 1973, serves the university as assistant provost, and is very active in a number of projects in the Houston community and across the Nation.

The list could continue. We take great pride in the accomplishments of our Mexican-American alumni.

The university has able and accomplished Hispanic faculty. Our Spanish Department's record of Latino publishing is unequaled. Both Revista Chicano Requena [phonetic] and Arte Provicio Press [phonetic] are publishing the best of Latino fiction and scholarship, under the editorial guidance of Prof. Nicholas Conales.

Our Mexican-American Studies program has sponsored key research conferences. A University of Houston administrative staff member serves as State president of the Texas Association for Chicanos in Higher Education. Prof. Michael Olivas, who of course is here with us today, and whose institute is coordinating these hearings, was chosen to chair a task force on Hispanic Education for the Ford Foundation.

I would briefly like to share the university's views and some of my views on appropriate kinds of institutional commitments and responsibilities. As Congressman Simon has already noted, the evidence suggests that it will continue to be difficult to find Hispanic faculty members, and to find and encourage Hispanic students.

This is not a problem that I think is likely to go away in the immediate future. As noted again, last year fewer than 1 percent of all new doctorates went to Hispanics. And when you look at areas such as engineering or natural sciences, the situation is far less encouraging.

Our universities, perhaps with the exception of Texas, are likely to face stable enrollments in the future and so the hope that a great deal will happen is very low unless universities change their own priorities.

I think that is a key issue. I think there are many ways that one can help the problem. But if you really want to change universities, the universities themselves have to change their own priorities. That is probably an essential requirement before any substantial progress will occur.

I would like to suggest that universities should place emphasis on doing a better job than they have in the past in attracting Mexican-Americans into the high demand and high impact areas of the educational system, areas such as engineering, physical and mathematical sciences, business and a variety of other areas.

Now, I don't want to suggest that areas such as education or majors in Hispanic literature are not important. I think they are important, and I think we will have a number of Hispanic students who go into those areas. But I think the university has an obligation to see that students also get into those areas which are in the greatest demand at the present time in society, because those are the areas where Hispanics will have the greatest impact and the greatest visibility.

If we are to be effective in providing better access for Hispanics in these areas, we certainly need community support. We need an active recruiting program. We don't want universities simply to sit back and say, well, anybody who shows up and who meets our standards is welcome to apply. We obviously have to go out and do active recruiting.

And finally, I believe universities need an internal support system. I find it rather embarrassing that we are in the situation where we provide a great deal of support for our student athletes—and I understand why that is important—I mean that by academic support; we provide other support as well. But we do provide academic support; We are very concerned about the academic progress of our student athletes, and I think that is good and I commend that. But I think we should be equally concerned about providing support for those minority groups that have more than a normal difficulty in adjusting to and in doing well in the university environment.

We ought to be providing the same kinds of counseling, and monitoring, and followup to them that we do to athletes. I think that is important if we expect minority groups to perform well in the institution.

We need Hispanic staff members, faculty, administrators throughout the university. We need them primarily for the abilities that they will bring to us, but we also need them to serve as role models, if we expect to have a substantial Hispanic student population.

Now, the decision to hire people is decentralized in a university, as you well know, but the administration can do a great deal to influence the hiring process. We can state a process, and we can make sure that that process is indeed followed. And we want a process that places special emphasis on identifying Hispanics, and that insures that Hispanics are treated with complete fairness.

Our normal hiring processes, when you advertise in a national journal, or when we use our network of friends, obviously does not identify a large number of Hispanic candidates, so I think we have to be sensitive to the fact that extra effort must go into that identification, and that is something the administration can do.

We can't simply argue that because hiring is decentralized, there is nothing we can do. We also can provide strong incentives. For example, we can provide special funds which are available to departments that are successful in hiring Hispanic candidates.

I don't personally believe that you punish people for not doing things. I believe that you reward them for taking action which you believe is consistent with the purposes of the university and with the needs of the Nation.

So I am saying we really need to depart from business as normal, and we need to place some emphasis on these issues. If we are to be successful in recruiting faculty members, we should really place primary emphasis on bringing Hispanics into our graduate programs.

It doesn't do much good to make pronouncements that universities should hire Hispanic faculty members if Hispanic faculty members do not exist in areas where we hire, and in the schools from which we hire. As a research university, we don't hire students from all the universities in the Nation; we hire students from other research universities. And so I think it is important that we not only get Hispanic students into graduate programs, but that we get them into graduate programs in major research universities where other major research universities will tend to look for faculty, and where they tend to hire faculty.

The demographic challenge for the University of Houston is clear. The Houston Independent School District has 40-percent Hispanic students in first grade. I am told that statewide the number is similar or higher. Higher education must meet this challenge if it is to meet its obligations to society.

In considering programs we have already made and our possibilities for the future, I am confident due to Houston's proximity to Mexico, our modest, yet relatively good record in attracting and graduating—obviously graduating is the key—Hispanic students, and our recognition of our responsibilities to provide an effective program of bringing Hispanics into the university in all areas will allow us to address the real and serious problems that exist.

Clearly we welcome any support the Federal Government may choose to give. For example, fellowships for Hispanic graduate students are of great help. That enables us to hire Hispanic faculty members once the students graduate and Hispanic faculty members are very helpful to us in encouraging Hispanic undergraduates to attend the university.

I hope that these hearings will provide you with helpful testimony and concrete ideas for legislative action. On behalf of the University of Houston, I am pleased to give you our strong commitment to address these important problems that face the Nation. Thank you.

Mr. SIMON. I thank you. And if I can just make a general observation, usually when we have a hearing like this and the chancellor the president welcomes us, we have a little froth and a few good warm words of welcome, but no substance. I appreciate your having something significant to say.

Second, it is good to have someone with a good Dutch name like VanHorn being sensitive to the Hispanic problem. You talk about 1,800 Hispanic students. Are these full-time students or full- and part-time?

Mr. VAN HORN. That is full and part-time. If you tried to produce a full-time equivalent, that would probably be about 1,300 equivalent full-time students.

Mr. **Simon**. And that would be out of how many students?

Mr. **Van Horn**. We have 31,000 headcount and about 24,000 full-time equivalent students.

Mr. **Simon**. I am not trying to pick on you because obviously you do a much above average job here at the University of Houston, but in your faculty, have what percentage of your faculty would be Hispanic, could you guess?

Mr. **Van Horn**. It is very small. I do not know the exact number but it certainly is very small.

Mr. **Simon**. You also refer to the Houston Independent School District. I am not familiar with the Texas terminology. Is this the the public school district?

Mr. **Van Horn**. Yes it is the Houston City School District.

Mr. **Simon**. It is independent from the county school? OK. Now, you say universities have to change their priorities, and I agree. You mentioned one possibility, the fellowships. The question we have to ask ourselves: Is there a practical way for the Federal Government, not with a whip or a muscle, but perhaps with a carrot in some way to induce universities to change their priorities in this area?

Mr. **Van Horn**. Well, funding is always a strong priority. I think programs which provide graduate fellowships to minority students are extremely helpful. They give us, apart from the funding that is provided, a vehicle to go out to the Hispanic community and say that there are special programs. We do have fellowship programs that would apply specifically for Hispanic students.

One of the problems that you have at the graduate level is that students come out of their undergraduate program. They have never thought about going to graduate school, and therefore they don't take the right set of courses; they find it very difficult then to go to graduate school, particularly if you want to go into science or engineering. But it is also equally true in business, law, or in medicine. Clearly, in all those areas you have to give some thought during your undergraduate career that you want to go to graduate school.

And so I think if there were programs for Hispanic students, that you could then go to students starting at the junior level, or sometimes even at the sophomore level in undergraduate schools, and try to encourage those students to think about graduate programs and to get the right preparation.

I think universities can do some other things. For example, I would like to see the University of Houston run a summer institute for undergraduate students, and try to bring in good Hispanic undergraduate students to interest them in graduate careers. I think there are a whole variety of things that can be done.

And certainly Federal funding for any of those programs could be very helpful. I think we should do them whether or not there is Federal funding. But if there is Federal funding, we can certainly do more.

Mr. **Simon**. And the reality is that if there would be Federal funding, even on a modest scale, it might induce some schools that are not as forward looking as yours is to be doing some things.

Mr. **Van Horn**. Yes; I think you are quite right. Even a modest level of funding would encourage people to begin putting these kinds of programs together. And of course these programs do exist, but I think much more widespread availability of the programs would be helpful.

Mr. SIMON. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you,Mr. Chairman. Thank you, Dr. VanHorn, for your nice welcome this morning. In spite of what the chairman says, the weather here is a lot nicer here than it was in Colorado.

Let me ask you two or three questions. Where do you go, where does the University of Houston go, or other 4-year colleges or 2-year colleges in Texas, where do you specifically look if you are trying to recruit Chicano professors, doctors, and so on?

Mr. VAN HORN. Well, we look primarily to other—the class of schools known as research universities in the United States, in the local area, that would clearly include Rice, the University of Texas, and certainly you can go around the country to everywhere from the Berkeleys to the University of Illinois, to Harvard and Yale; that group of several hundred universities in the United States that would be viewed as significant research universities.

Most of our faculty members come from those universities.

Mr. KOGOVSEK. And I would assume that as far as getting the number of Chicano faculty members on board, that they are not there right now. You are not finding enough to do the job that you would like to do, at least as far as bringing Chicanos on board.

Mr. VAN HORN. That is absolutely right. Even in those universities where there is a substantial Chicano undergraduate population, the number of students who go on into graduate study is, as has been noted several times, very small. So we are not getting students into graduate programs; and unless you get students into graduate programs and in the significant research universities, they are simply not in that faculty pool.

Mr. KOGOVSEK. It is quite obvious that the problem starts even at lower grades than that: Primary, secondary, and high school and the tremendous dropout rate that we have as far as the Chicano population is concerned.

Is there—should there be—it is obvious that there should be and I don't know if it can be done, more contact between higher education and primary and secondary, at least on the administration level, to let primary and secondary schools throughout the Southwest know what they are doing wrong, possibly, as far as being able to bring the students up. Or is that something that should be left at the local level?

Mr. VAN HORN. No; I think there should be a great deal of contact and we, partly because of our school of education and partly because of our interest in the area, have substantial contact, both with the Houston Independent School District and with region 4, which is the amalgamation of the school districts in this area and in the county. So I think the contact is there. We are trying in a variety of ways to get the message through. We have in our long-range plans, as we change our admission standards, we are putting a specification in on the kinds of courses that we want students to take in high school to be eligible for admission to the University of Houston.

Partly we are doing that because we think if the students have those courses, it is really better for them when they arrive at the university, but the main idea of putting in that kind of a standard is that we want to try to get a message down to students in high school that it is important that you take these courses; that you need the mathematics; that you need the English.

And if students don't take those courses in high school, and we all know there are problems with high school curriculum planning, then they have a very difficult time when they reach college; and many of them grow discouraged and don't go on to college.

Mr. KOGOVSEK. If you got to make a recommendation to this committee, to the full committee, as we discuss reauthorization—and I don't want to give you the impression that we all think we have the answers back in Washington, just tell us what to do and we will do it—but if there was one thing that you would recommend to the committee as we deal with this problem of Hispanics in higher education, what would it be, as we prepare to reauthorize the Higher Education Act?

Mr. VAN HORN. Well, that is a very complex question. I would have to answer that I think programs which would encourage Hispanic students to go into graduate programs, but particularly graduate programs in areas that are somewhat out of the mainstream, the engineering and the science kinds of areas, that I think that is the most severe longrun problem that faces the university.

I think if we had more Hispanic faculty members—for example, if the University of Houston had 30 percent Hispanic faculty members, I believe we would probably have a much larger Hispanic student population, rather than the 6-percent Hispanic students that we now have.

I don't know what we would have. We might have 20 percent or we might have 30 percent Hispanic students, but I guess I am convinced that if we had more Hispanic faculty members, many of our problems of attracting Hispanic students would disappear.

Mr. SIMON. We thank you very much for your testimony, and for your leadership. It is a pleasure to be on your campus. In that connection you mentioned Michael Olivas, who has been very helpful to us and we want to acknowledge this and express to you our appreciation for his help in this area.

Mr. VAN HORN. We are delighted he is here. Thank you.

Mr. SIMON. Next we are scheduled to have a panel, but I think one of the panel members is still fogged out of Houston as of right now. Dr. Lauro Cavazos, the president of Texas Tech University at Lubbock; also, I don't think the president of Pan-American University is here yet.

STATEMENT OF DR. LAURO CAVAZOS, PRESIDENT, TEXAS TECH UNIVERSITY AT LUBBOCK

Mr. SIMON. Dr. Cavazos, we are very pleased to have you here. And if I can add a personal note about Texas Tech, the first book I wrote was a biography of an abolitionist editor who became the first martyr of freedom of the press in the United States by the name of Elijah Lovejoy. And for reasons I do not understand, his papers are at your library.

Dr. CAVAZOS. The Southwest collection.

Mr. SIMON. That is right. And I have taken advantage of your library, at least of the microfilm from your library, in doing research for that book. So I thank whoever is responsible and I am sure it must have been many years before you were president, even though I would like to give you credit for that.

Dr. CAVAZOS. I would like to take credit for that, but we have a marvelous archive system there and we have all the papers of the great ranches of the Southwest and many of these others. We are delighted to be here. If you wanted sunshine, sir, we could have met in Lubbock.

Mr. Chairman, members of the panel, I certainly am privileged to be here today with you and to express, certainly, our great concern at Texas Tech University and the health science center with the problem of minority access to higher education.

I myself, as a Hispanic, certainly have a tremendous personal interest in this issue. Now, the key question you asked today relates to major disincentives of Hispanic students to enter and complete postsecondary education.

Mr. SIMON. Incidentally, let me just add for you and for the other witnesses: We will enter your complete statements in the record so as you go through, if you want to wander afield, feel free. The full statement will be in the record.

Dr. CAVAZOS. Yes, sir. I have submitted a full statement relative to all of this. I will present about a 5-minute abbreviation of that and will be glad to answer any questions you might ask.

Mr. SIMON. Thank you.

Dr. CAVAZOS. Now, the key, I think, frankly, to part of this is trying to tap the Hispanic leadership. The leadership is available, although few in numbers. Role models are increasing today. Hispanics listen to Hispanics. Yet our Government leaders somehow sometimes appear a bit reluctant in almost every field—and I am just picking on education—to call upon strong core leadership that is available.

Certainly bilingual education programs are critical to education There must also, of course, be economic encouragement to students who seek higher education. There is a great need for academic assistance.

But the key to providing more and better education for millions of Hispanics is a public education program to persuade Hispanic adults, parents, all adults, of the value of education; and it is to this Nation's advantage to understand such a program.

Our first, second, third, fifth—I am a sixth generation Texan—citizens of Hispanic origin, must understand the American ethic, that the citizens contribute to and partake of the wealth of this country and that education allows them to contribute more and to partake more fully.

With fewer than half of our Hispanics holding a high school diploma—that is a national figure and I think it is a national shame—the pool from which college and university students can come is greatly reduced. When fewer than 8 percent of our current Hispanic high school students show any interest at all in further education, that pool is shrinking.

Our Texas Tech counselors find that minority disincentives for Hispanic students to complete their education includes financial, personal, and academic obstacles. Congress and others have addressed financial and academic obstacles, and I really believe with some success, sir. But the personal problems for the most part are left untouched.

Among those are a lack of motivation, or a lack of understanding of the personal commitment required to achieve academic success. Some of this lack may stem from family disinterest in or unfamiliarity with education. Counselors often see students who have low self-esteem, which may interfere with motivation. That is the key problem that we see among students.

It is here, addressing these personal problems, that I really believe Hispanic leaders across the Nation—and there are many who are well qualified, although a handful—they can turn and try to help rearrange this problem; it is they who understand the people you are trying to reach, and who are understood by those people, sir.

I bring this up because I have been associated with these Hispanic leaders and I keep hearing the question: Why aren't we involved? Why doesn't someone ask us? And among this core of leaders, I also speak and speak out at every opportunity we have regarding the problem of higher education; I have probably made 30 speeches in this State in the last 4 years, relative to this problem itself.

But these opportunities can be increased by you who are trying to solve—and we deeply appreciate your efforts—the massive educational problems presented to us. And certainly we are going now through the greatest immigration that this country has seen since the European influx of the 19th century.

I urge you to consider, therefore, this resource of people, these Hispanic leaders, few in number though, who can study the problem.

I would further summarize that any reduction in financial aid programs would severely reduce the number of minority students who could avail themselves of postsecondary educational opportunity. At the undergraduate level, particularly at the entry level, the financial aid for minority students should come primarily from scholarships and grants. At the graduate level, grants and student loan programs greatly encourage minority students. Financial emphasis of special programs for minority students should go to those programs which help students overcome second language difficulties, which contribute to bicultural understanding, which provide special help needed in study and test-taking skills, and which contribute to greater Hispanic understanding of the value in setting long-range educational goals.

Within higher education institutions it is evident that more Hispanics have an interest in vocational programs of 2-year colleges than they do in the academically oriented 4-year institutions. Our figures indicate that at Texas Tech we graduate about half as many Hispanics as come to us as freshmen; yet these are not necessarily the same students.

Texas Tech has strived to be a school easy to enter, yet academically difficult to leave. Academic standards then are a factor in attrition. From the freshman to sophomore year, we lose about two-thirds of our Hispanics. We then gain through transfer students at the junior level. Still there is an overall loss of about half the Hispanics.

Texas Tech University has an enrollment of 23,700. Of that number, 4.8 percent are Hispanic; some improvement over the 2.75 percent that we had 5 years ago in our Hispanic enrollment.

We have worked hard to attract students into our area. We have worked very diligently to provide—to persuade banks locally to participate in student-guaranteed loans, and we have had some success.

Hispanic students, however, often come from families with no credit history, and with some bias against long-term commitment; therefore, financial grants and scholarships are especially helpful.

While work-study programs are valuable for a great number of students, many minority students need to spend most hours in academic pursuit, and should not be encouraged to be out looking for jobs, trying to make ends meet.

The major disincentives for Hispanic students include financial, personal, and academic obstacles, and sometimes a combination of these. Among the personal obstacles is a lack of motivation, or a lack of understanding of the personal commitment required for academic success.

Some of this lack may stem from family disinterest or they are unfamiliar with education. Counselors often see students who have low self-esteem, which may interfere with motivation. Only 12 percent of Texas Hispanic high school juniors took the SAT in 1980, and only 8 percent showed any interest at all in going on to higher education.

Within the Texas Tech college of education, there are about 1,400 undergraduates; but only 6 percent of these within our college of education are Hispanic. Teaching appears not to be a career popular among Hispanics. This might be due in part to a lack of role models in the public schools, or a lack of inspiration from families.

Because of Federal funds, our college of education can provide a special tutoring and assistance for Hispanics in freshman and sophomore English, and help with test-taking skills as well.

The most difficult test for those students to pass in the future might well be the entry-to-teaching test required at the end of the sophomore year. This anticipated difficulty likely relates, not to incompetence, but more to a bias within the test, which many educators see as favoring students from an Anglo rather than a Hispanic culture.

Each of the questions addressed today are of great consequence to the education of minorities in this land. In regard to financial aid programs, I come with no major recommendations for revision. I think you are doing a grand job.

I do recommend again, however, that this committee look seriously at the omission of Hispanic leadership in the search for educational solutions for 14½ million Americans. To ignore this highly qualified leadership pool is to ignore the key, I believe, to part of our solution.

Thank you very much, sir. I will be pleased to answer whatever questions you might have.

Mr. SIMON. If I may specifically ask about your final sentence there: This committee should look seriously at the omission of Hispanic leadership in the search for educational solutions for 14½ million Americans. How do we pull in that Hispanic leadership?

Dr. CAVAZOS. Well, I think part of the problem is that first of all you are dealing with a small number, and we all agree to that. And hopefully one of these days that number will become a little bit larger.

But there are—of course, there is a lot of good leadership out there among the Hispanics in the colleges and universities, as well as in the independent school districts and other areas, particularly here in Texas and California, the border States, in your State, sir, Colorado. There are excellent people. I would hope that the Federal Government would turn to some of these people for advice, and for guidance of the overall problem.

The reason I say that is because to me, the solution of the Hispanic problem of education lies in non-Federal programs, not in money poured in or other kinds of things, but it lies within our own people.

And by that, when you start looking at a dropout rate of 45 percent out of high school, something has happened. And you say, perhaps it is economic, but other people don't drop out. There are loans, there are jobs, there are other kinds of things. And I think that within the Hispanic community itself there has been—we have not valued education, to be perfectly frank.

Now, that is a tough statement to make, particularly when you consider that it was the Spaniards who really led the culture of the world in the 1500's. But somehow along that we lost the value of education and I keep saying to the parents of Hispanics, "Keep them in school," and that is where your leadership must come from, sir.

Mr. SIMON. And even symbols—if I can pick on you—become important. I noted the increase in your school in terms of total Hispanic enrollment. Do you have any idea that because someone of the name of Cavazos is the president of your school, that has been an attraction?

Dr. CAVAZOS. I don't know that that has been an attraction, sir, but it is kind of a sad commentary when I think I became—the first president of a major institution in the United States who is Hispanic, to lead as president.

Of course I have—we have pushed very, very hard on trying to recruit students throughout, but to me the key isn't the Hispanic part.

Within my own community of Lubbock we have, of course, a very serious problem. Thirty percent of our—not too far from the percentages here in Houston—30 percent of our independent school district enrollment is Hispanic, and yet we barely see 5, 6 percent.

We had some increase in the past few years. We have recruited awfully hard, but we have not been able to attract those students. The rest of them I fear are dropping out. Our numbers are comparable to Houston's and yet we are almost 600 miles away.

Mr. Simon. And are your numbers—you mentioned that fewer than half of Hispanics holding high school diplomas and so forth—are your Lubbock numbers very similar to the national average?

Dr. Cavazos. Very, very similar. We are meeting all those national figures. Unfortunately, when you look at the national figures, less than 7 percent of Hispanics will graduate from college, less than 2 percent of them will graduate from professional school or graduate school, so that pool is very, very small.

When you ask me the question, how many Hispanic faculty do I have? We have a faculty of 1,100 and we have less than 1 percent on our faculty—so it is a tough type thing.

And yet when I say to you, turn to us for leadership, I acknowledge it is a very, very small pool.

Mr. Simon. You also say here, "At the undergraduate level, particularly entry level, financial aid for minority students should come primarily from scholarships and grants." One of the things that we are thinking about is making the Pell grant an entitlement, just as the guaranteed student loan is an entitlement.

I gather you believe that would be a step in the right direction.

Dr. Cavazos. I think it would. Part of the problem, as I pointed out subsequently in my testimony, is that students becoming involved in having to work or in doing other kinds of things to meet these work-scholarship sorts of things, it is extremely difficult for them and they have to spend a lot of time just trying to stay in school.

I wasn't bragging about that data. The dropout rate we have within our college is dreadful.

Mr. Simon. If I can just comment there. This is not only for the Hispanic community, but a great many other students. The idea of a great emphasis on college work-study, and I am all for continuing the program, but to expect all students to be able to finance their way through college by college work-study is just unrealistic about what we hope—you know, we are discouraging some students from making it.

You mentioned your study of financial aid to Hispanic students. We would be very much interested in seeing that.

Dr. Cavazos. We will get that data as soon as we finish that up, sir.

Mr. Simon. Good.

Mr. Kogovsek. When would that be finished, Doctor?

Dr. Cavazos. I hope within the next couple of weeks. You just kind of caught us at the wrong time. We have gone to a totally new student information system, and we are not quite up yet. We will have that for you very soon.

Mr. Simon. That would be great. Now, one final question before I yield to my colleagues. You mentioned working with TRIO in the upward bound program. Do you see any changes in the law there that you would like to see?

Dr. Cavazos. No, that is a very fine program. I do hope you keep those in. We are pulling those students up, picking them up when they are juniors in high school and we will get well over 60 percent of them into Texas Tech University, if they will spend some time with us.

Some of them are with us two sessions. We spend a lot of time talking with the parents. There again, I come back to the parent issue. We communicate with them. And of course many of them don't speak English. Many of the parents that is.

The importance of working with them—I think that those are a couple of the best programs you have got going and I hope you continue them, sir.

Mr. SIMON. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you, Mr. Chairman. Dr. Cavazos, thank you for your testimony. Bilingual education, especially in the primary and secondary levels, in the short period of time that we have had access to bilingual education in the Southwest, have you had a chance to notice any kind of improvement at least as far as helping students to become better prepared for higher education?

Dr. CAVAZOS. Well sir, part of my problem is I have only been back in the Southwest 4 years. I have been president of the university for just 4 years, so I have not had the personal kind of involvement in this.

I do have a viewpoint which I would like to express, however. I have no data to support whether we have improved. I don't consider that bilingual education is the solution to the whole problem. And oftentimes people feel that that is the solution. It is a combination of things. Bilingual education—and I am not qualified to say, after third grade or total immersion or the other kinds of things; I leave that to the experts—is a part of it.

Economic assistance is a piece of it. Parental guidance is a piece of it. Role models, all of these things, that is where you will find your answers.

Mr. KOGOVSEK. Speaking of role models, I appreciate your recommendation and your very good suggestion. I think we have to look to these successful Mexican Americans, Hispanics who have made it, who have become mayors of the city of Denver—and I don't want to go through the whole list of successful politicians for instance that we have had, academics aside.

Is there any way we can, because politics is tied to everything, is there any way that anybody has thought about getting together the Tony Unitas, the Enrico Pena's, and the dozen other high-visibility type politicians to make a statement on higher education, primary and secondary, as far as their people are concerned?

Dr. CAVAZOS. Well, let me reflect upon that a moment because it is a problem I have thought an awful lot about since these are the role models. These are the people that I take great pride in their accomplishments and what they have achieved because they have an education. And if people can pull them together—now, in our own State here, I get deeply concerned in Texas, for example, where we have an illiterate rate of about 22 percent in our population.

About 30 percent of our population can barely communicate through the written word or do a mathematical solution. So almost 50 percent of our citizens in this State are marginally literate.

We have of course almost 25 to 30 percent of the total population of this State of Texas as Hispanic. It is a young population. Their median age is about 25, whereas it is almost 30 nationwide. It is a population whereby almost 20 percent of it is below the poverty line. There are a lot of problems to that.

Texas will grow rapidly between now and the turn of the century. By the turn of the century, the people we call minorities today, sir, in the grade schools will be the majority. They will be the majority.

Now, carry that though one step further and think about the implications of that statement; because those will be the people that will be electing our leaders and therefore I say, what kind of leaders do illiterate people elect? And our whole concept of Jeffersonian democracy is based upon an informed electorate. I see it as a serious problem.

And that is why people—I don't want to go through the names of them—really some outstanding leadership that we have nationwide, I hope they will move to the forefront and speak up in a clear voice about this issue.

Mr. KOGOVSEK. Thank you, Doctor.

Mr. SIMON. If I can just follow through on your last remark. One of the things that is a hidden problem in our society, that you have just touched upon, and it is not really under the jurisdiction of our subcommittee, is this whole question of adult illiteracy.

We have 23 million functionally illiterate adult Americans in this country. While we are reauthorizing this Higher Education Act, one of the things that I have thought about as a possibility is to use the college work-study program to encourage somehow the universities like Texas Tech to say, "Can't we use this college work-study to get some of your students working with people in the community who are functionally adult illiterates, to see if we can't do something constructive to both help those students through college and do something there?" Does that make sense to you?

Dr. CAVAZOS. It makes a lot of sense, Mr. Chairman. And the reason why, there is oftentimes hesitancy among older people to go back to that college setting or that grade school setting. It is very difficult for them and I can understand why.

If you can come up with any sort of mechanism to get—call it continuing education or whatever—adult education back into those communities so those people can be taught in their own communities, I think that would be a great start. I am deeply concerned about that issue.

Mr. SIMON. Good for you. I hope you maintain that concern.

Dr. CAVAZOS. We are working on that one.

Mr. SIMON. And when you look at, for example, our prison population, the majority of people in our prisons today are functionally illiterate. If we really want to talk about an anticrime program, let's move on this problem of illiteracy.

Well, sir, we thank you very much for your leadership, Mr. President.

Dr. CAVAZOS. Thank you very, very much. I appreciate what your committee is doing and I look forward to working with you. If you need any further help, please call. May I be excused, sir, to return to sunny west Texas?

Mr. SIMON. You go right ahead, back to the sunny part of Texas.

[Prepared statement of Dr. Lauro Cavazos follows:]

PREPARED STATEMENT OF LAURO F. CAVAZOS, PH. D., PRESIDENT, TEXAS TECH UNIVERSITY, TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

Texas Tech University and the Texas Tech University Health Sciences Center have long been concerned with minority student access to higher education. I, myself, take a very personal interest in this issue.

I am confident that the federal programs we have to assure greater access are good. They appear to be well monitored and have been highly persuasive in some increases in higher education enrollments among minorities.

The key question you ask today, however, relates to major disincentives for Hispanic students to enter and complete a postsecondary program. And they key to the answer is the tapping of Hispanic leadership. The leadership is available. Role models are increasing. Hispanics listen to Hispanics. Yet our government leaders appear reluctant in almost every field, including education, to call upon the strong core of leadership available.

Certainly bilingual education programs are critical to education. There must be also, of course, economic encouragement to students who seek higher education. There is a great need for academic assistance. But the key to providing more and better education for millions of Hispanics is a public education program to persuade Hispanics is a public education program to persuade Hispanic adults—parents, all adults—of the value of education. And it is to this nation's advantage to undertake such a program.

Our first, second, third and fourth generation citizens of Hispanic origin must come to understand the American ethic that citizens contribute to and partake of the wealth of this country . . . and that education allows them to contribute more and partake more fully.

With fewer than half of our Hispanics holding a high school diploma, the pool from which college and university students can come is greatly reduced. When fewer than 8 percent of our current Hispanics high school students show any interest in further education, the pool shrinks even more.

Our Texas Tech counselors find that major disincentives for Hispanic students to complete their education include financial, personal and academic obstacles. Congress and others have addressed financial and academic obstacles with some success. But the personal problems, for the most part, are left untouched.

Among these are lack of motivation or lack of understanding of the personal commitment required to achieve academic success. Some of this lack may stem from family disinterest in or unfamiliarity with education. Counselors often see students who have low selfesteem which may interfere with motivation.

It is here, addressing these personal problems, that Hispanic leaders across this nation—and there are many who are well qualified—can help turn the problem around. It is they who understand the people you are trying to reach and who are understood by those people.

I bring this up because I have been associated with these Hispanic leaders, and I keep hearing the question, "Why don't they ask us? Why are we not involved?" Among this core of leaders, I and others speak up and speak out whenever opportunities make it possible. But those opportunities can be increased by you who are trying to solve the massive, educational problem presented now by the greatest immigration into this country since the European masses came in the 19th century.

I urge you to consider this untapped leadership resource as you progress in your study of the problem.

I would further summarize by saying that any reduction in financial aid programs would severely reduce the number of minority students who could avail themselves of postsecondary educational opportunities. At the undergraduate level, particularly at the entry level, financial aid for minority students should come primarily from scholarships and grants. At the graduate level grants and student loan programs greatly encourage minority students. Financial emphasis on special programs for minority students should go to those programs which help students overcome second-language difficulties, which contribute to bi-cultural understanding, which provide special help needed in study and test-taking skills, and which contribute to greater Hispanic understanding of the value in setting long-range educational goals.

Within higher education institutions it is evident that more Hispanics have an interest in vocational programs of two-year colleges than in the more academically oriented four-year institutions. In Texas, we have, however, initiated many programs that work toward greater participation by Hispanics.

Texas Tech's Upward Bound Program begins often with juniors in high-school, helping them plan and prepare for college entrance. Our recruiters visit predominantly minority (40 percent or more minority) high schools in Texas annually. We not only have a Hispanic recruiter but Spanish-speaking counselors for parents. The counselors encourage and assist with enrollment. Our United Mexican American Students volunteer to telephone Spanish surnamed prospective students to encourage them to enroll. Special Services, a new program called PASS, and various departmental and college tutorial programs serve any student having academic difficulty. The ability to give individual counseling through Special Services, is one of our most successful retention efforts. It is interesting to note, however, that of the 300 students currently using Special Services, 60 percent are Anglo and only about 20 percent Hispanic and another 20 percent Black or other minority. This is true despite considerable expenditure of effort on publicly and one-on-one encouragement to use the program. The statistical effectiveness of any program is difficult to determine because students begin a program, drop out, reenter or transfer. We continually improve tracking methods, but accuracy is difficult. Figures indicate we graduate about half as many Hispanics as come to us as freshmen. Yet, these are NOT necessarily the same students. Texas Tech has strived to be a school easy to enter, yet academically hard to leave. Academic standards, then, are a factor in attrition. From the freshman to sophomore year, we lose almost two-thirds of our Hispanics. We then gain through transfer students at the junior level. Still there is an overall loss of about half the Hispanics. Texas Tech University has an enrollment of 23,704 students. Of that number 4.8 percent (1,108) are Hispanic—some improvement over the 2.75 percent Hispanic enrollment five years ago. In Graduate and Law schools we have 3,950 students with 3.4 percent of those Hispanics in the Graduate school and, of the Law School enrollment, 4 percent are Hispanics. In the past five years, we have awarded 74 master's degrees and 19 doctoral degrees to Hispanic surnamed individuals.

We are just now completing a painstaking study of financial aid to Hispanic students at Texas Tech. When that study is completed, I shall forward it to this committee. We do know that 80 percent of our Hispanic students receive financial aid while, overall, only 20 percent of our students receive need-based aid and 34 percent of all students receive some type of aid—need-based aid, scholarships or other aid based on criteria other than need. Last year total assistance came to about $12 million. The cost for all applicants with need totaled more than $7,500,000. The typical applicant, dependent upon family, comes from a family with an average parental income of $22,000. Yet, if the student is Hispanic, that income drops more than $4,200, to $17,790. Of the students requiring aid, 76 percent reported their parents are currently married, while 26 percent of all dependent applicants come from one-parent homes. Forty-two percent of the families have two incomes. The average need for dependent applicants last year was almost $2,800. The average parental contribution for all dependent applicants was about $1,700. Pell-indices for all dependent applicants indicate that only 59 percent may receive Pell Grants. On the other hand, 75 percent of all self-supporting applicants receive Pell Grants. For self-supporting students (and their spouses), the average income was about $5,470.

Federal financial aid programs are critical to Hispanic and other minority student access to higher education. While Texas Tech would not actively participate in HEP, this is important to the goals of higher education because it increases the pool of potential students. Texas Tech has unsuccessfully proposed participation in CAMP. It is hoped that participation will become possible in the future, and we endorse that program. We are particularly grateful to TRIO. I have already mentioned Special Services and Upward Bound. This year we have had 115 students in Upward Bound and expect 90 percent of these to enter college—50 to 60 percent at Texas Tech. We have worked particularly hard to persuade banks to participate in student guaranteed loans, and we have had some success. Hispanic students, however, often come from families with no credit history and with some bias against long-term loan commitments; therefore, financial grants and scholarships are especially helpful. While work-study programs are valuable for great numbers of students, many minority students need to spend most hours in academic pursuits and should not be encouraged to hold demanding, money-making jobs.

Major disincentives for Hispanics students include financial, personal and academic obstacles; sometimes a combination of these. Among the personal obstacles is lack of motivation or lack of understanding of the personal commitment required to achieve academic success. Some of this lack may stem from family disinterest in or unfamiliarity with education. Counselors often see students who have low self-esteem which may also interfere with motivation. (Only 12 percent of Texas Hispanic high school juniors took the SAT in 1980 and only 8 percent showed an interest in higher education.)

Within the Texas Tech College of Education, there are 1,486 undergraduates and 89 or 6 percent of these are Hispanic. Fall 1983 statistics are incomplete but last spring 39 percent of the Hispanics enrolled in the Graduate School were majoring in education—a figure we find encouraging. Teaching appears not to have been a career popular among Hispanics. This might be due in part to lack of role models in the public schools or lack of inspiration from family. However, of the 89 Hispanic undergraduates in education at Tech, 35 are enrolled in a strong, federally funded bilingual teacher education program. When these students graduate, they will be fully prepared to teach in any school but will have special skills valuable in schools having large Hispanic populations. Because of federal funds, our College of Education can provide a special tutoring program and assistance for Hispanics in freshman and sophomore English and help in test-taking skills. The most difficult test for these students to pass in the future might well be the entry-to-teaching test required at the end of the sophomore year. This anticipated difficulty likely relates, not to incompetence, but more to a bias within the test which many educators see as favoring students from an Anglo rather than a Hispanic culture.

Each of the questions addressed today are of great consequence to the education of minorities in this land. In regard to financial aid programs, I come with no major recommendations for revision.

I do recommend again, however, that this committee look seriously at the omission of Hispanic leadership in the search for educational solutions for fourteen and a half million Americans. To ignore this highly qualified leadership is to ignore the key to the solution.

APPENDIX

The following is a count of the Texas Tech University Hispanic students who received financial aid in the 1982-83 academic year.

Grants (Federal and State)	418
Loans (long term)	177
Scholarships (need based and academic)	78
College work-study program	119
Total (unduplicated)	507

In 1982-83, there were 6,305 Mexican American students in Texas who took the SAT and 7,613 Mexican American students who took the ACT. Some of these student may have taken both. Of those who took the ACT, fewer than one third indicated an interest in pursuing postsecondary education at a four-year institution. It would then appear that, at the very best, Texas four-year institutions of higher education would have a pool of fewer than 4,640. While these figures are, of course, imprecise, they serve to illustrate a major problem.

Mr. SIMON. I understand that President Nevarez has now landed. I also understand that Paul Sandoval, who heads the Center for Hispanic Education Leadership in Denver, can't get out of the Denver Airport this morning.

Mr. KOGOVSEK. That is what worries me, Mr. Chairman.

Mr. SIMON. Our next witness is Jose Juarez from San Antonio. And it simply says, MALDEF here, the Mexican American Legal Defense and Educational Fund. We are pleased to have you here, Mr. Juarez.

STATEMENT OF JOSE ROBERTO JUAREZ, JR., MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATIONAL FUND, INC.

Mr. JUAREZ. I am pleased to be here. We are very honored to be able to present testimony to the subcommittee because we think that this is a very important issue for Hispanics as a whole.

You have heard from the previous speakers a list of problems that affect Hispanics in higher education and I am going to be addressing two issues in particular. One is the overrepresentation of Hispanics in community colleges and the other is the record of the Department of Education in the enforcement of civil rights.

I do not even mean to pretend that these are the two most important issues or only the two issues. They are two issues that are very important. MALDEF will be present at the subcommittee hearings in Los Angeles and in Chicago in the next 2 weeks. The speakers there will be presenting other issues.

In Los Angeles, we will be addressing the issue of admission and retention for Hispanics in colleges. In Chicago, we will be addressing the very important issue of financial aid for Hispanics in colleges.

Hispanics, of course, as you have recognized already, Mr. Chairman, continue to be severely underrepresented in institutions of higher learning.

For minority students, community colleges are the gatekeepers to higher education. Only 23 percent of Anglo full-time students attend community colleges, but fully 42 percent of Hispanic full-time students attend these 2-year institutions.

The community college system, of course, was originally intended to allow for the orderly transfer of students from the 2-year college to the 4-year college. But in actual operation, the system has failed, particularly for Hispanics.

There are a variety of reasons for this failure and some of them have been mentioned by earlier speakers. The lack of uniform transfer standards has been a severe problem here in Texas and in California, and in other States. The recent trend for various individual departments to impose specific admission requirements for those departments has also played a part. And of course the inadequate academic preparation of the student also plays an important part.

The Office of Civil Rights of the Department of Education found in its report that the transfer—of the percentage of Hispanic students transferring from 2-year colleges to 4-year colleges, have actually declined recently. In 1976, 21.3 percent of Hispanic students were transferring. That is down to 15.5 percent in 1979. And while the most recent years are not available yet, we do expect those to be released shortly and, unhappily, we do not expect any improvement, in those statistics at all.

We have sought to remedy—and when I say we, I mean MALDEF—we have sought to remedy the problem at the State level. For example, we recently filed a petition with the California State University Governing Board, asking them to address the problem of articulation of students from 2-year colleges to 4-year colleges.

But a complete remedy really requires the participation of the Federal Government, because the Federal Government has invested so much money in higher education and you are not getting a full return on that investment.

In light of the fact that taxpayers are subsidizing a lot of this waste and inefficiency, MALDEF proposes the following recommendations to the subcommittee to address this particular area:

First, we urge the subcommittee to urge the reauthorization of the Higher Education Act provisions which provide financial assistance to developing institutions, with a specific set-aside for community colleges, which must prepare large numbers of minority students for transfer to those 4-year colleges and universities.

Second, we urge the reauthorization of the provisions which provide financial assistance to institutions with special needs, since these institutions are the ones who must prepare minorities, who often are first generation students and require more counseling and remedial services to insure that they receive those 4-year degrees.

Third, we do urge you to reauthorize and enhance the appropriations to the Pell Grants, the BEOG's so as to assure that those incoming freshmen and sophomores do eventually graduate.

My second topic today is the record of the Department of Education in the enforcement of Civil Rights. And I do not want to go into the detail that I go into in my statement prepared for the record.

Suffice it to say that the record of the Department of Education in regard to Hispanics is less than satisfactory. Here in Texas, the Department of Education began investigation of the Texas State University System several years ago, but limited its investigation to blacks only. It was only after several national Hispanic organizations clamored for more than a year that the Department agreed to extend its investigation to Hispanics; and this was to us, shocking, in light of the fact that Hispanics are 25 percent of the State of Texas, and that there is no doubt, no one ever doubted that Hispanics continue to be severely underrepresented at State universities.

Once the investigation was begun by the Department, the Department dragged its feet. Eventually both MALDEF and the NAACP were forced to go to Federal court in Washington to seek a contempt citation of the Department for its foot dragging. That contempt citation was in fact issued. I refer to the case of *Adams* v. *Bell* and again to the details in my prepared statement.

We remain less than optimistic that the Department of Education is going to adequately monitor the plan that has been approved now for the State of Texas It is for this reason that we urge you to investigate this record of delays in this particular case.

I do not think that Texas is unique in that. There are a whole series of cases, most of them dealing with the Southern States and with black students in particular but Texas is the most egregious and most recent example of incredible delays and foot dragging by the Department of Education. We urge the Congress to investigate this.

And secondly, we again urge you to reauthorize those provisions providing financial assistance to developing institutions again. Because here in Texas, we have had a problem with the funding of colleges with large Hispanic enrollments. You heard the chancellor of the University of Houston system mention earlier the research universities. Those universities here in Texas tend to be the University of Houston, the Texas A&M University system, and the University of Texas system.

None of these systems, not surprisingly, have large Hispanic enrollments. Those colleges which do have large Hispanic enrollments are outside of those systems and they have traditionally not received adequate funding from the State of Texas.

We therefore urge you to reauthorize those provisions because it is important to provide the funds necessary to get those universities up to an adequate level, so they can provide the education that Hispanic students so desperately need.

In brief, we wish to thank you for the opportunity to be here today. We offer our services to the subcommittee in its review of the act and hope that you will consider our recommendations.

Mr. SIMON. We thank you very much. Other than the—the lawsuit, *Adams* v. *Bell,* is an attempt to do what, specifically?

Mr. JUAREZ. The lawsuit deals with the title VI of the Civil Rights Act and the enforcement of that act; and was a complaint against the University of Texas system, as well as a series of mostly Southern university systems, alleging discrimination in the higher education systems in those States. And the court originally asked the—rather ordered the Department of Education to negotiate a plan with the State of Texas and it took the Department of Education more than 18 months to tell us that nothing had come about and there was no chance of anything coming about.

That is when MALDEF and the NAACP went to court and asked the court to cite the Department for contempt because of its foot dragging. It simply was not acting and expressed no intention of acting in the near future.

The court ordered the Department to conclude negotiations within 6 weeks and after that contempt citation the Department magically was able to come up with an agreement in 5 weeks.

Unfortunately, this is not an isolated incident. It is simply, I think, indicative of a general attitude at the Office of Civil Rights and the Department of Education. And whether this is something that is due to an attitude that is filtered down from higher levels or whether it is the personnel of the Department of Education, I am not prepared to say.

But I think it is important that some kind of investigation into this kind of incident be conducted so that we can start to depend upon the Federal Government because that Federal Government is the only resource that we can depend on. It is the only institution that has the resources to go to court and to protect us and to try to finally get the State of Texas and other States to stop the historical pattern of discrimination against Hispanics in a wide variety of areas: admissions, retention, the funding of minority universities, a whole series of things.

Mr. SIMON. The foot dragging, I might add is a pretty general experience and we have the Supreme Court hearing this week on title IX, the *Grove City* case, that could have an implication obviously far beyond Grove City.

You talk about a set aside for community colleges, where above a certain percentage are minority students? What percentage are—obviously in the law? We have to set something here now.

Mr. JUAREZ. That is a good question. I would hesitate to offer a specific percentage, simply because that particular suggestion came from Norma Cantu, who is our director of education in San Francisco and who originally intended to be here with you today.

Unfortunately she could not do so and therefore I am here. I would hesitate to set a specific percentage and have her call you up next week and say, he was crazy and didn't know what he was talking about.

I think the best way to answer that without answering your question is to give you an example of the kind of things that I have seen happening here in Texas.

Laredo Junior College, which is my hometown, is over 95 percent Hispanic and has a good record of graduating people and has sent a lot of people going to the University of Texas.

The University of Texas accepts these people, either as sophomores or juniors, once they have completed their 2-year program at Laredo Junior College. Unfortunately, because of the history of inadequate academic preparation, which does not extend simply to Laredo Junior College, but to the Laredo Public School System, because of an inequitable State financing system, these students often are not adequately academically prepared.

They get to the University of Texas and suddenly find that they cannot compete. The university does not offer any kinds of programs to assist these students and although the university has time after time made pledges to try to improve the retention rate, the rate has not in fact improved. And as a result, you see over half of the Hispanic students who are junior college transferees not graduating, either because they are not able to or because they do not have the financial resources to complete their program. And that is the kind of serious problem that needs to be addressed and can be addressed through federally funded programs. And again, this is a problem that has to be addressed at the local level, starting in the 1st grade.

You were discussing bilingual education earlier and that is a very important part of trying to prepare the students to compete once they get to a 4-year university. It extends as well to the problems in the high school curriculum and goes on from there to the junior colleges.

The 4-year colleges are blaming the junior colleges for not adequately preparing their students. The junior colleges are blaming the high schools for not adequately preparing their students. The high schools blame the first grade. So it is a problem that has to be attacked on all fronts, and we are doing that. But I think there is an important role that the Federal Government should play. I don't think that is something that should be left strictly to the States.

For that reason, we are here today to urge you to continue the very important programs that the Federal Government has started.

Mr. SIMON. I would be interested in either you or anyone else, submitting a very specific suggestion.

Mr. JUAREZ. I would be happy to discuss this with Norma. In fact, I am heading back to San Antonio this afternoon, and I will be on the telephone with her to discuss today's hearing. I will be happy to have something sent to you next week.

Mr. SIMON. The other point in connection with what you have just said, I was intrigued by Chancellor Van Horn's comments earlier about how, if we have a star quarterback, we somehow manage to provide all that help to make sure that quarterback can make it through and get there, but we are not providing that kind of assistance to a great many other people who really need that help.

Mr. JUAREZ. That is correct and I think that is a very important point. I might say, also, that it was very heartening to hear Chancellor Van Horn's comments, because that is a relatively new trend for State university presidents and chancellors here in the State of Texas.

I also want Chancellor Van Horn to know—I don't know if he is still here—that we will be monitoring the University of Houston and we will be talking to him in the future about his actual performance in that regard.

Mr. SIMON. He is not here, but my guess is that he will get that message. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you, Mr. Chairman. I think that the recommendations that we have from Mr. Juarez are right on target, and I hope we can take them back to Washington, Jose, and do something with them.

You say in your testimony that the college is criticizing the 2-year institution and the 2-year institution is criticizing the high school, and so on, right down to the first grade. And I assume that there would be people in the first grade, teachers, who would be criticizing the parents of the kids of the young Hispanics. Is there something to that? Because I think that is a problem, not only as far as minority education is concerned, but education in general today.

One of the problems we are having nationwide is the fact that parents themselves have not decided to get involved with the education of their children.

Mr. JUAREZ. I think that clearly there is some justification in the excuse. It is not simply an excuse. For Hispanics here in Texas, certainly the problem is compounded not just by the poor state of education in the high schools and elementary schools generally, but by the fact that we have a very inequitable school financing system. Most Hispanic students in Texas are educated in low-wealth school districts that do not have an adequate tax base to fund good schools.

If every school in San Antonio were as well funded as the Alamo Heights School District schools, we would have far fewer problems.

I think, also, that Dr. Cavazos' comments about parent involvement are very important. I only differ from him slightly in noting that my own personal experience has been that there is a great deal of stress put upon education within the Mexican American culture and oftentimes what you find is not that the parents are unaware or are not encouraging students to go on, but simply that they do not wish to give false hopes to their children when they know that there really is no chance of them going on to college, either because of language problems or financial problems or whatever the problems might be.

Mr. KOGOVSEK. My point is still that I think the Federal Government has to have a stronger commitment to bilingual and bicultural education as we have had in the past, basically because of the problems that we have noticed in the Southwest. Parents of Chicano students who feel that they shouldn't even approach the school, the school board, the school teachers or whatever because they have language problems, et cetera.

Mr. JUAREZ. That is quite correct. I definitely feel that that does play a very important part. Part of that of course ties in with the fact that in many areas, Hispanics also are under-represented in elected bodies. In school boards there are no Hispanic board members to push for bilingual or bicultural programs. There is no one on the school board that a Mexican American parent feels that he can go to to talk about these, and so that also is one way of addressing the problem.

I think that in general, parent participation is the most important thing you can get. And if you simply go out there and let the parents know that there is any chance of somebody just listening to them, you will be inundated with calls and letters from parents.

Mr. **Kogovsek.** You have a very good piece of testimony here, Mr. Juarez. I appreciate it. That is all the questions I have.

Mr. **Simon.** Thank you, not only for your testimony but for what you are doing. We appreciate it.

Mr. **Juarez.** Thank you, Mr. Chairman.

Mr. **Simon.** I am advised that we are going to have to take a 5-minute break. Are Diana Sifuentes, Roman Martinez, Tina Reyes, or Rose Ann Blanco here? We will take a 5-minute break while we wait for one of the witnesses to show up.

[Prepared statement of Jose Juarez follows:]

Prepared Statement of Jose Roberto Juarez, Jr., Mexican American Legal Defense and Educational Fund, Inc.

Honorable Representative Paul Simon, distinguished members of the Subcommittee on Postsecondary Education, respected guests—my name is José Roberto Juárez, Jr. and I am a staff attorney with the Mexican American Legal Defense and Educational Fund (MALDEF) in the San Antonio, Texas regional office. I am honored to be able to present to you today testimony on behalf of MALDEF. This hearing in Houston, Texas is very timely because of the upcoming reauthorization of the Higher Education Act and because of recent events in Texas which led to the nation's first tri-ethnic higher education affirmative action plan. MALDEF appreciates the opportunity to discuss with you today these important factors which have bearing on the Higher Education Act.

With respect to the topic of the presentation, I have limited my remarks to two issues: the overrepresentation of Hispanics in two year community colleges and the enforcement of civil rights laws by the Department of Education. These issues are not the only areas in which Hispanics are interested, though. During the next two weeks, you will be hearing from other members of the MALDEF staff at subsequent Subcommittee hearings in Los Angeles and Chicago. We have divided the topics of the presentations at Los Angeles and Chicago so as to avoid duplication. Therefore, at the Los Angeles hearing, you will receive testimony regarding the obstacles that Hispanics face in admissions and retention, with recommendations on using the Higher Education Act as a resource for addressing these problems. At Chicago, MALDEF will testify regarding financial aid practices which affect the ability of Hispanic students to complete their higher education studies; we will attempt to suggest a means by which the Higher Education Act can be used a remedy this problem through additional and more direct funding. Today though, we will focus on the community colleges and on civil rights issues.

I. COMMUNITY COLLEGES

A. Community colleges—the gatekeepers to higher education

For minority students, community colleges are the gatekeepers to higher education. But for the presence of community colleges, very few Hispanics would enroll in institutions of higher education. Fortunately, community colleges have served as a launching pad to many Hispanics who seek college education.

According to the latest figures released by the National Center on Educational Statistics in The Condition of Education for Hispanic Americans in 1978, minority students are more frequently enrolled in community colleges than white students. The figures demonstrate that only 23 percent of white full-time students attended two year colleges while fully 42 percent of Hispanics attended such institutions. Thus, Hispanics are almost twice as likely to enroll at community colleges than as white students.

B. The transfer problem

Dramatic differences in transfer percentages between minority students and white students exist. No better example can be shown than the University of Texas at Austin. Consider the fact that in 1982, the University of Texas at Austin enrolled only 510 Hispanic students as undergraduate transfers, comprising 8.74 percent of the total transfers. Unfortunately, other examples of a serious transfer problem are plentiful.

In California, first time minority students comprise 26.8 percent of the student population at the community college districts, but average only 6 percent of the transfers to the University of California system and only 7.4% of the transfers to the California State University system. White students in California, on the other hand, comprise 65.5 percent of the student community college population, but 75.5 percent of the transfers to the University of California system and 71.2 percent of the students transferring into the California State University system. Thus, only half of the minority students who enter the community colleges actually transfer to four year institutions. See Tables in Appendix A.

The situation is even more egregious in the state of Arizona. Of the 117,394 students in community colleges in Arizona in 1982, only 18.8 percent were minority. Hispanics made up the largest portion of the figure. At the four year college level, however, only 10 percent of the total enrollment in Arizona was minority in 1982. Hispanics and Native Americans, who comprise 21.8 percent of Arizona's total population, only represented 7.0 percent of the undergraduate enrollment in Arizona's public four year universities. These figures are particularly startling when one considers that the student population at the South Mountain community college campus includes 42.9 percent Hispanics.[1]

In our own backyard, in Houston, Texas, we have another good example of the overconcentration of Hispanics in two year institutions. Even though Hispanics in Texas represented 16.21 percent of community college enrollments in 1980, Hispanics comprised only — percent of the student body at University Park. The Fall 1983 enrollment figures for University Park show only 7.61 percent Hispanics. See Appendix B. This figure is particularly low when contrasted against the 20.38 percent enrollment of Hispanics a the University of Houston-Downtown Campus in Fall 1983 or the 24.5 percent Hispanics enrollment in the Texas State Technical Institute in Fall 1980 or the 30.9 percent Hispanics enrollment in the Houston school district in Fall 1983.

Thus, it may be readily seen that community colleges which constitute the primary source of postsecondary education for minorities and which, as will be discussed below, are mandated by state law to dovetail with four year institutions to offer courses which facilitate the transfer of students, have become dead-end institutions for the educational aspirations and hopes of thousands of minority students.

C. Applicable State law

Some years ago, several states recognized that students were frustrated in their efforts to transfer between two year and four year institutions of higher education. Thus, several states passed legislation which had the purpose of facilitating the transfers between two year and four year institutions. California assemblymen, for example, mandated that public colleges and universities follow a Master Plan which provided for an orderly transfer of students from two to four year schools. The Master Plan explicitly stated that "The admission of transfer students is especially important in California's tripartite system, because over half of all lower division instruction within the state—including private institutions—is done by junior colleges."[2]

Texas, as another example, also passed legislation to dovetail the courses taught and credit earned between two and four year institutions in 1965.[3] Entrusting responsibility to the Coordinating Board, Texas legislators required that a study be prepared and that a committee be established to monitor the transfer of students into the four year institutions.

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[1] Dr. Clifton Conrad, "The Demographic Transformation of Arizona: Implications for Minority Participation in Higher Education", a paper presented to the Presidents' Symposium on Chicanos and Higher Education in Arizona (Oct. 28, 1983).

[2] Master Plan, at 79.

[3] Article 61.051(g), Education Code, VACS (1965) provides: "The board shall develop and promulgate a basic core of general academic courses which, when offered at a junior college during the first two years of collegiate study, shall be freely transferable among all public institutions of higher education in Texas which are members of recognized accrediting agenices on the same basis as if the work had been taken at the receiving institutions."

In spite of these efforts, though, articulation into the four year colleges remains an unfulfilled goal.

D. The Federal responsibility regarding community colleges

The federal responsibility in the issue of transfers into the four year institutions is twofold. First, there is a duty on the part of the Department of Education pursuant to Title VI of the Civil Rights Act to assure that no state nor individual institution shall discriminate on the basis of race or national origin in its educational institution's admissions practices. More regarding this duty will be discussed in Part II of the testimony concerning the *Adams* v. *Bell* litigation.

The second obligation on the federal government in the area of transfer concerns the Higher Education Act of 1975. Several portions of the Higher Education Act are relevant to the community college transfer issue.

1. Aid to developing institutions.—Title III of the Higher Education Act speaks to the issue of enhancing developing institutions.[4] The purpose of the legislation is to strengthen eligible institutions in order to enhance their capacity to make a "substantial contribution to the higher education resources of the Nation." A junior college may be eligible for this aid if its enrollment includes a substantial percentage of students receiving awards under subpart 1 of subchapter IV of this chapter, which amount is high in comparison to other institutions receiving these grants.[5] The grant is limited to a period not to exceed three years, nor may a prior grantee apply for a second award under this Act.[6]

2. Aid to institutions with special needs.—The Higher Education Act also provides grants to institutions which require assistance to strengthen their planning, management and fiscal capabilities.[7] An "institution with special needs" includes a community college with an enrollment which includes a substantial percentage of students receiving need-based assistance under subchapter IV and part C of subchapter I of chapter 34 of Title 42. The grant to an institution with special needs shall not exceed a period of five years.[8]

3. Pell grants.—Pell grants comprise a third category of financial assistance that must be considered when discussing the community college transfer issue. Pell grants, or Basic Educational Opportunity Grants, are made available to eligible students for the pursuit of his/her first undergraduate baccalaureate course of study.[9] Nothing in the Higher Education Act excludes from eligibility courses which are noncredit or remedial in nature which are determined by the institution to be necessary to help the student be prepared for the pursuit of a first undergraduate baccalaureate degree.

The above three components of the Higher Education Act provide significant opportunities for Congress to improve the access for Hispanics into the four-year institutions. In order to fully understand why these sections of the Act have such potential to relieve the burden on community colleges, it is best that one consider the reasons for the overconcentration of Hispanics in the two-year community colleges.

E. Reasons for the overconcentration of Hispanics in 2-year colleges

1. Financial.—The 1980 Census data demonstrated that Hispanics as a group earn one-third less than their white counterparts in the 18 to 24 age group range. Since this is the range from which most college students are drawn, the statistics demonstrate economic barriers to acquiring a baccalaureate degree. The fact that attending a four-year institution presumes at least twice as much resources is a strong deterrent to enrolling in a four-year institution.

2. Counseling and course identification.—A second factor that bars the enrollment of Hispanics in four-year colleges and universities is the lack of counseling regarding courses eligible for transfer. Neither Texas nor California employs a uniform numbering system for all its public colleges which identifies whether a particular course is eligible for automatic transfer to the four-year universities. MALDEF has received complaints from Hispanic students alleging that they were not advised that certain freshman or sophomore level courses were not transferable for credit at the closest four-year university. One particularly tragic incident involved a young man who has expended several units of his veterans' educational benefits on a remedial course in speech that he continued to re-take until he was finally counseled that the course was not necessary for his degree plan in business math.

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[4] Title III of the Higher Education Act, 20 USC 1057 (1980).

[5] 20 USC § 1058 (1980).

[6] 20 USC § 1059 (1980).

[7] Article 20 USC § 1061 (1980).

[8] Article 20 USC § 1062 (1980).

[9] Article 20 USC § 1070(a)(3).

3. Transfer Standards.—Each of the four-year campuses in Texas and in California set their own adminssions criteria. This practice, combined with the broad autonomy of the two-year colleges to designate both course content and course numbers, forces transfer students to obtain a course-by-course, school-by-school evaluation as to the eligibility for transfer for credit of each community college course. Some courses may be given credit towards fulfilling major requirements, while others may receive no credit at all.

To further compound the problem, students may be denied admission into certain key departments at specific campuses. The criteria for limiting the numbers of students transferred into these departments varies from department to department, as well as from campus to campus. Thus, the student must meet a wide range of requirements ranging from differing grade point averages to additional required courses to be taken prior to transfer. The most serious problems arise with those departments which offer the programs which have the best success in creating job opportunities after graduation. The most common examples are engineering, computer science, business administration, and nursing. By setting difficult admission standards for transfer students, the four-year institutions effectively keep many community college students out of promising job markets.

4. Inadequate Academic Preparation.—Finally, a major problem in facilitating transfer between the two and four year schools rests with the inadequate preparation that students receive at some community colleges and the lack of academic support for transferees in the four-year institutions. At present, it appears that the caliber of some community colleges is such that it does not prepare students for vigorous academic work. This is due, in large part, to the under-funding of community colleges as compared to the more prestigious, four-year colleges. The net effect is that many students either cannot meet transfer requirements at all or require a larger period to adjust to the academic requirements once they have transferred.

The four-year colleges have reacted to the problem of retention by blaming the community colleges for ill preparing transfer students. The community colleges, in turn, blame the high schools. If any criticism is mounted, however, it should fall on the system of higher education and not just the secondary schools. While the training provided by the high schools and community colleges may be found wanting, the senior institutions share the responsibility of providing needed supportive services to their incoming transfer students. It would be inequitable to abandon students who demonstrate an interest and willingness to pursue their education. Historically, however, the four-year institutions have shown slight interest in assisting transfer students by ensuring that they receive adequate orientation, tutoring, and other needed services.[10] This has proved to be a waste of the students' investment of time and meager financial resources since the students cannot survive the transfer process.

F. Recommendations

In light of the fact that taxpayers subsidize this waste and inefficiency, MALDEF proposes the following recommendations to the Subcommittee:

(1) Reauthorize the Higher Education Act provisions which provide financial assistance to developing institutions, with a specific set-aside for community colleges which must prepare large numbers of minority students for transfer to four-year colleges and universities.

(2) Reauthorize the Higher Education Act provisions which provide financial assistance to institutions with special needs since these institutions must prepare minorities who often are first generation attendees and require more counseling and remedial services to adequately prepare for transfer.

(3) Reauthorize and enhance appropriations to the Pell Grants so as to assure that the initial investment made at the freshmen and sophomore level is realized in a baccalaureate degree.

II. CIVIL RIGHTS ENFORCEMENT BY THE DEPARTMENT OF EDUCATION

The second portion of this testimony to the Subcommittee on Postsecondary Education focuses on the role of Congress in overseeing the civil rights enforcement efforts of the Department of Education. The events leading up to the tri-ethnic statewide desegregation plan for Texas colleges and universities demonstrate the continued need for Congressional direction and guidance in the area of civil rights enforcement.

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[10] For more discussion of obstacles to transfer and retention, please consult a publication by Denise Humphrey, entitled "The Deteriorating Transfer Function of California Community Colleges: Its Impact on Hispanic Access to Higher Education," report sponsored by MALDEF.

A. Adams v. Bell—the first Tri-Ethnic Higher Education case

The scope of the Title VI violation in Texas' public colleges and universities is described in the correspondence of Ms. Cynthia Brown, Assistant Secretary for Civil Rights, United States Department of Education, to Texas officials, dated January 15, 1981. Ms. Brown stated:

"Based upon the evidence we have collected, we conclude that the State of Texas has failed to eliminate the vestiges of its former de jure racially dual system of public higher education, a system that segregated blacks and whites. A description of the basis for this conclusion is included at Appendix C."

The Appendix portrayed extensive statewide discrimination against blacks in the Texas public higher education system. Corr., at 3. Ms. Brown then went on to state:

"With respect to Hispanic participation in public higher education in Texas, we found that student enrollment data indicate significant underrepresentation of Hispanics in several major State institutions. However, we have yet to complete this aspect of our review."

The reason for the delay in concluding a review of Hispanic access to higher education was that the Texas investigation began as an investigation of black-white discrimination only. The Hispanic aspect of the investigation was added almost a year later. Moreover, it is doubtful whether the Department of Education would have begun the review of Hispanics in higher education if several national Hispanic organizations had not clamored for a review. Thus, the Department of Education almost missed this opportunity to establish the first tri-ethnic higher education plan.

B. The Department of Education's timetable

The Department of Education never issued findings regarding Hispanics in the State of Texas since Texas tendered in January 1981 a provisional equal educational opportunity plan before such findings could be formally released. The Texas provisional plan incorporated remedies aimed at Mexican American students and staff. The Department of Education agreed that Texas would submit additional specific measures in June of 1981.

After months of protracted delay and negotiation, the Department of Education still had not decided on the adequacy of the Texad plan. MALDEF could not obtain from the Department of Education a clear timetable for bringing closure to the negotiations even though 18 months had elapsed Therefore, in October 1982, MALDEF joined with NAACP in their motion to cite the Department of Education for failing to enforce the civil rights laws. This legal step resulted in bringing the Department of Education before the federal court in Washington, D.C. in a formal court hearing in February 1983.

C. The Court's timetables

Because of a history of protracted delays in enforcing civil rights laws, the Department of Education is under litigation in the suit *Adams* v. *Bell* in the district court of the District of Columbia. The lawsuit, filed in 1970, produced a consent agreement in 1975 which set strict time limits for concluding investigations and negotiations. This consent agreement set the maximum period for negotiations at six months.

At the court hearing, it was evident that the Department of Education had exceeded the six month negotiating period by an additional 18 months. The Court ruled on March 22, 1983 that the negotiations with Texas must cease by May 6, 1983 or Texas would be referred to the Department of Justice for enforcement proceedings. After two years of negotiations, the State of Texas was given a firm six week deadline. On May 6, 1983, the Govenor of Texas submitted its final plan for statewide affirmative action.

D. Holding the Texas plan to a Federal standard

According to the federal judge's order of March 22, 1983, the constitutional adequacy would be measured against a federal standard contained in Department of Education regulations issued on February 15, 1978, which specified the "Ingredients of Acceptable Plans to Desegregate State Systems of Public Higher Education." 43 Fed. Reg. 6658. The minimum criteria, divided ingo four major parts, requires that a minimally acceptable plan contain the following:

(1) the reorganization of the higher education system to insure equal educational opportunity;

(2) the adoption of goals and timetables that eliminate present disparties in minority enrollment at both under-graduate and graduate levels;

(3) the adoption of goals and timetables which integrate and increase the number of minotiry faculty, staff and governing board members at every individual institution, and

(4) a commitment by the state to a statewide coordinated effort to insure adequate monitoring, evaluation and enforcement efforts exist and which will serve to facilitate compliance with the stated goals and objectives. The specific steps that the state plans to take to implement the plan must be spelled out in the statewide plan. As the court noted in *Geier* v. *Blanton*, 427 F. Supp. 644 (M.D. Tenn. 1977), a statewide equal educational opportunity plan must have a specific showing of funds to be expended, the number of students to be involved and time schedules for the implementation of projects or achievement of goals. The entire plan should require no more than five years to arrive as parity, unless good cause is shown for additional time.

E. The congressional role in implementation of equal educational opportunity plans

Because the development of statewide equal educational opportunity plans requires serious enforcement by the Department of Education and a federal standard, there exists an important role for the Congress to oversee the successful implementation of these plans. Hispanics need the assistance of Congress in higher education plans in two ways. First, Congressional overview of the Department of Education efforts to defend and protect the rights of Hispanics would serve to encourage the Department of Education to replicate their work in Texas in the other states. The national data on Hispanic access to higher education suggests that Texas is not the only state in which Hispanics have failed to achieve their full potential in higher education. Yet, the Department of Education has reorganized its staff in the last few months without considering the effect the reorganization will have on enforcement activities or delivery of technical assistance. In brief, the Department of Education needs to be made accountgable for the its delays—some of which involve years—in defending the rights of Hispanic students and professionals.

Secondly, Hispanics urge Congressional assistance in continuing and enhancing the appropriations for developing institutions which offer higher education to Hispanics. Because of the years of disparate funding that these institutions have borne while more prestigious, predominantly white, institutions have prospered, the role of Congress in funding the developing institutions is critical.

F. Specific recommendations

In consideration of the strong possibility of expanding the successful development of an equal educational opportunity plan for Blacks, Whites and Hispanics to other states, MALDEF proposes the following recommendations to the Subcommittee:

(1.) Investigate the excessive delays that the Department of Education has caused to the investigation, negotiation, and enforcement of Title VI of the Civil Rights Act and the regulations promulgated to implement this Act.

(2.) Reauthorize the Higher Education Act provisions which provide financial assistance to developing institutions with a specific set-aside for community colleges which have endured years of disparate treatment and funding when compared to predominantly white colleges and which face a challenge in preparing their students for baccalaureate degrees.

III. CONCLUSION

In brief, the Mexican American Legal Defense and Educational Fund wishes to thank this Subcommittee to allowing Hispanics to identify significant issues which bear on the Higher Education Act. We offer our services to the Subcommittee in its review of the Act and hope that the Subcommittee would consider our recommendations.

APPENDIX A

ETHNIC DISTRIBUTION OF COMMUNITY COLLEGE TRANSFER STUDENTS IN CALIFORNIA

TABLE 1.—TRANSFERS TO THE UNIVERSITY OF CALIFORNIA

Year	Total transfers	Percent—						
		American Indian	Asian	Filipino	Black	Chicano	White	Unknown
1980	5,356	1.1	9.6	1.1	3.7	7.4	77.1	10.0
1981	4,778	1.0	10.2	1.2	4.0	8.1	75.5	9.9
1982	5,137	.7	11.1	1.3	3.8	8.3	74.8	3.6

TABLE 2.—TRANSFERS TO CALIFORNIA STATE UNIVERSITY AND COLLEGES

Year	Total transfers	Percent—						
		American Indian	Asian	Filipino	Black	Chicano	White	Unknown
1980	30,527	1.5	6.1	1.2	6.1	10.0	75.1	37.2
1981	30,026	5.6	7.1	1.3	6.4	8.4	71.2	16.3
1982	29,824	1.4	8.5	1.4	5.9	9.1	73.7	5.6

APPENDIX B

ENROLLMENT DATA FOR FALL 1983 FOR TWO CAMPUSES FOR FIRST TIME IN COLLEGE FRESHMEN

TABLE 3.—UNIVERSITY OF HOUSTON—UNIVERSITY PARK

Ethnicity	Applicants	Matriculants	Percentage enrolled
White	2,286	855	59.13
Black	813	220	15.21
Hispanic	331	110	7.61
Asian	336	139	9.61
American Indian	13	7	.48
Foreign national	62	22	1.52
Unknown	530	93	6.43
Total	4,371	1,446	100.00

TABLE 4.—UNIVERSITY OF HOUSTON—DOWNTOWN

Ethnicity	Applicants	Matriculants	Percentage enrolled
White	350	157	19.75
Black	646	337	42.39
Hispanic	389	162	20.38
Asian	175	65	8.17
American Indian	6	4	.50
Foreign national	121	70	8.80
Total	1,687	795	100.00

APPENDIX C

TABLE 5.—UNIVERSITY OF TEXAS AT AUSTIN TRANSFER COUNTS AS OF JULY 16, 1982

	1981	Percentage	1982	Percentage
Anglo	3,786	81.98	2,591	79.09
Black	85	1.84	45	1.37
American Indian	10	.21	7	.21
Mexican American	431	9.33	273	8.33
Asian	43	.93	33	1.01
Other	263	5.69	327	9.98
Total	4,618		3,276	

Mr. SIMON. We have had a little delay because of witnesses unable to get here due to weather conditions. We have had an informal discussion on the whole question of adult illiteracy, and what we can do to encourage college campuses to move on this problem.

It has been a good, healthy discussion and I have made a few notes. I noticed, Ray, that you made a few notes too.

We are pleased to have as our next witness, Diana Sifuentes, a former HEP student at University of Houston. We are pleased to have you with us and you can take the witness chair so we can hear from you at this time.

STATEMENT OF DIANA SIFUENTES, LAW STUDENT, UNIVERSITY OF HOUSTON LAW SCHOOL

Ms. SIFUENTES. You already know my name. I am a student at the law center here at the University of Houston, and I would like to take a few minutes to tell you about myself and my background as a migrant farmworker.

Especially though, I would like to tell you about the HEP program, and the dramatic change that it had in my life. I am usually asked where I was born, and I say, Weslaco, but that is where I grew up. I was born in Robstown. My parents were on their way to the fields to pick cotton, and that is where I was born. Both of my parents are migrants. I am one of seven daughters of Eva and Santos Rivera. Neither one of my parents have any formal education.

My earliest memories are of working in the fields. Each year we would leave in March for Michigan, and we would not come back to the valley until late October or early November. That would give us 5 or 6 months of school.

We were fortunate in the sense that we had a farmer that liked us and we were always invited back to the same farm. My parents are still going to that same farm. They have been going there for 31 years. The farmer would wash down a chicken coop and prepare it for us, and that would be our house for 3 or 4 months out of the year. We would pick strawberries and cherries on that farm.

The going rate at that time was 25 cents a box, which would take about an hour to fill, so about 25 cents an hour. We would start working about 4 o'clock in the morning and work until it got dark, usually 6 or 7 in the afternoon. All of us worked, my parents, me, and my six sisters.

I would like to say that it was fun and that it helped my family come together or things like that. It wasn't. It was hard, difficult. It was boring, most of all. And because of the lack of facilities, it was dehumanizing. The one thing that you learn from this experience, from the migrant experience, is that you will do anything else as preferable. You just don't want to do this anymore. My parents don't know how to do anything else except work in the fields, due to their lack of education.

Picking in the fields would give us enough money to survive when we got back to the valley. There isn't that much to do in the Valley either. Back then there were very few migrant educational programs. During the summers, people would come to the fields and say, let your kids come and go to summer school.

Of course we couldn't. The reason we went with my parents was so that we could help. Education would have to wait until we got back.

As you can imagine, my education suffered. The area around Weslaco, where I grew up, is generally known as the Valley and it has the highest concentration of migrant and seasonal farmworkers in the country. The school system has a dual system, one for migrants and one for nonmigrants.

For the migrants, there were lower expectations. We were passed from grade to grade whether we knew the material or not. That is how most people get to whatever grade they get. I remember one time when I was in the fifth grade, a teacher, I am sure meaning well, gave me a whole semester's work and said to do it over the summer. I said, sure, when? Between 4 in the morning and 6 o'clock, by the time I got home, I really wasn't able to do anything but crash.

I dropped out of high school when I was 16. I got married and started a family. My husband was sent to Vietnam and he came back a very changed man. As you can imagine, Vietnam would do that. We were divorced within the year. My situation by this time was worse. I had no high school diploma and now I had a child to support. That summer I went back to picking strawberries in Michigan. That is when a recruiter for the HEP program from the University of Michigan talked to me.

And even though I didn't feel that I would be accepted or that I could make it because of the situation that I was in, he really encouraged me and I applied and I was accepted.

I came to HEP in I think October 1972. After about 8 weeks I got my GED and started tutoring other students. I was here for about 3 months.

For the first time in my educational career, I had teachers that understood where I was coming from and understood what I could do. They encouraged me to believe in myself and encouraged me to think that I could do it, that the lack of a high school diploma would not hold me back.

While I was here, I lived on campus in Moody Towers. I got to see other students that were going to the university. I got to mingle with other students and I think it gave me a lot of confidence, that it wasn't so foreign to me. I think the experience motivated me enough to feel that I too could make it.

While I was here I visited the library and the University Center and other places on campus, to make me feel that I was one of the students. People who grow up in families where college is an expectation, where college is just a natural course of their life, don't realize how frightening this experience can be to somebody like me who just didn't think I would ever make it. I think HEP helped tremendously in overcoming these fears.

By Christmas of 1972 I had completed my GED and I went back home. After a year of trying to make it on a GED I decided I needed more. I enrolled at Pan American University where I worked full time 40 hours a week, went to school full time, and took care of my handicapped child full time. Consequently my grades suffered, although not a whole lot. I think I had average grades, but they would have been higher if I had had the luxury of not having to work and just going to school.

In the summer of 1983 I enrolled in the CLEO program at Washburn University. This program is sort of like HEP. It helps people that want to get into law school and that don't have the preparation. It is an intensive 6-week program that gives you sort of like the first semester of law school in 6 weeks; so it is a day and night kind of thing.

After CLEO I was accepted here at the University of Houston. Even though I cannot credit HEP completely with my being here, I think it helped a whole lot, not just in giving me my GED, but in giving me the confidence that I could make it.

During the past 15 years, the University of Houston HEP program has assisted over 2,000 students to obtain their GED; nationally, over 22,000. For almost two-thirds of the students that get their GED, it is not the end of their academic career, but the beginning. A study by Clark, Phipps, Clark & Harris, conducted by the Department of Labor in 1980, indicated that 62 percent of the HEP graduates reported additional educational experiences beyond the GED.

Last year, 92 percent of the graduates of the University of Houston HEP program completed college applications and over 68 were accepted into colleges, universities, and vocational schools. I believe that that is a significant—it is especially significant in a time when dollars are so carefully overseen.

As a matter of fact, it is very interesting to note that in a cost-conscious world what a cost effective program HEP is.

Figures published last year by the U.S. Census Bureau indicate that a high school graduate can expect to earn approximately $230,000 more in his or her working career than a nonhigh school graduate. If we figure only a 20-percent tax rate, the 101 GED graduates of this year's University of Houston HEP will pay 10 times as much in taxes over and above what they would have without a GED, as a cost to help them obtain their GED. This does not include additional taxable income derived from HEP graduates who complete college. HEP is indeed an extremely cost-effective program.

I know that great strides have been made in migrant education during the past 10 years, but 78 percent of the migrant farmworkers still don't graduate from high school. I believe strongly in the HEP concept. I believe that funding for the HEP program and the CAMP program should be increased; that HEP should continue to be intensive day programs located at college and university campuses; that existing programs with proven track records should be given preference in funding opportunities; programs that begin 1 year and end the next don't really help the migrants.

That every effort should be made to formally coordinate HEP and CAMP efforts with other migrant programs, while leaving HEP and CAMP as entities, separate from other secondary migrant programs; that the passing score for GED be standardized to 45 and that programs be required to give evidence of measurable gains in student learning, an approach that would express quality gains rather than only numbers of graduates.

That host colleges and universities provide technical support, support that would supplement, not supplant current staff. That each program offer a minimum of 30 hours per week of instruction in the basics: reading, grammar, math, social studies, and science. That this committee make every effort to work with the Appropriations Committee in terms of increasing the potential impact of the Council on Legal Education Opportunity, CLEO. CLEO has never had more than $1 million per year and its impact on educationally disadvantaged youth could be tremendously expanded through an increased appropriation.

In summary, HEP did change my life. HEP calls itself second chance programs, but for me, and for many migrants, this second chance is really the only one.

Mr. SIMON. We thank you. Your testimony is an inspiration. Tell that child of yours that he or she ought to be awfully proud of you, as we are. If I can, just for the record, who was the person who first helped you, got you involved in the HEP program?

Ms. SIFUENTES. I wish I could remember his name. He was a social worker in Michigan. I think his name was Greg. He just went out of his way to try to convince me that this is the thing I should do. He actually went along and picked strawberries with me for about an hour, so that I could do the talking, and he would try to convince me. He said, "This isn't what you want to do for the rest of your life, so why don't you enroll in HEP?"

Mr. SIMON. Good for Greg. If you don't mind a personal question here——

Ms. SIFUENTES. Oh, no.

Mr. SIMON. We have had a little recess and we have been talking about the problem of adult illiteracy. You mentioned that your parents do not read and write. How old are your parents now?

Ms. SIFUENTES. My father is about 55. My mother won't admit what her age is, but I think she is about 48.

Mr. SIMON. You may be in trouble with your mother if she gets ahold of this record. What can be done—and I don't mean to be picking on you, but sometimes we learn about national problems by looking at individuals? What should we be doing to help your parents to move in a direction of learning how to read and write?

Ms. SIFUENTES. I think that programs like HEP would help. There isn't enough adult education, I don't think, for parents or for people like my parents. I think they should start when they are younger, of course. I don't know if my parents would go through something to try and learn, but I think there are a lot of people that would if there was a program.

Mr. SIMON. If there was something available at the local library or the local community college on a volunteer basis, do you think your parents might take advantage of it if it did not involve a huge amount of time?

Ms. SIFUENTES. Yes, I do. I think they have always felt that, that was one of the things that always held them back, that, that was one of the reasons that they have to keep working in the fields. My father can sign his name, that is it. He can't read and he can't write.

Mr. SIMON. Do they speak English at all?

Ms. SIFUENTES. None at all.

Mr. SIMON. During the informal discussion it was suggested that we ought to broaden the eligibility for the HEP program, to be able to bring in others. I don't know if you were here when that suggestion was made or not. Do you favor that idea?

Ms. SIFUENTES. Yes, I do. Because there are a lot of people that could benefit. Like Dr. Sanders said, if two get accepted and eight get turned away, those eight people could benefit just as much. I do think it should be expanded.

Mr. SIMON. I wonder Dr. Saunders—and you are not scheduled as a witness—if you don't mind coming up and joining, because you are talking about the HEP program and for the record, if you would give your name and title.

[Prepared statement of Diana Sifuentes follows:]

PREPARED STATEMENT OF DIANA SIFUENTES, LAW STUDENT, UNIVERSITY OF HOUSTON LAW SCHOOL

My name is Diana Sifuentes and I am currently a student in the School of Law at the University of Houston. I would like to take a few minutes this morning to talk to you about my life as a migrant farmworker and in particular how one program, the High School Equivalency Program at the University of Houston, dramatically changed my life.

When people ask me where I was born, I answer Weslaco, Texas because, indeed, this is where I grew up. But the truth is that I was born somewhere between Weslaco and Robstown, Texas in a small town along highway 77. My mother and father were migrants, and, on the day I was born they were on their way to work in the fields. My father probably still worked that day.

I was one of seven daughters of Eva and Santos Rivera and as I say, we were migrants. Neither my mother nor my father had any formal education and my earliest memories are of the fields. Each year in late March or early April we would leave Weslaco and begin the trip to Michigan, Ohio and Indiana where we would pick strawberries and cherries. I especially remember the farm where we picked in Michigan. We were fortunate because we did a good job and one farmer, Mr. Kolarik invited us back year after year. He cleaned and washed down the chicken coop before we arrived and that was our "house" for three or four months. I also remember the going rate in those days for strawberries, twenty-five cents a box. We started at 4:00 in the morning and worked until 6:00 at night. All of us worked, my seven sisters, my mother and my father, and honestly, I would like to be able to say that it was fun or that it brought the family really close or that I learned the value of hard work from this experience, but I can't. It was difficult, tedious, boring and in many ways (because of the lack of facilities) dehumanizing. The main thing you learn is that you never want to do it again in your life; that almost anything seems preferable.

But working in the fields was the only thing my father knew and it provided enough money to get us by when we got back to Weslaco in October until the next season came the following March.

There were few migrant educational programs in those days, and though people came to the fields in Michigan to talk to my parents about the children attending summer school, we were depended on to help, education would have to wait.

As you can imagine, my education suffered. The area around Weslaco, Texas generally known as "the Valley" has the highest concentration of migrant and seasonal farmworkers of any place in the country and the schools had a dual system, one for migrants, one for non-migrants. It wasn't that we migrants were held back; it was just that there were no expectations for us. We were passed from grade to grade to grade whether we knew the materials or not, and, of course, beginning the school year in late October instead of early September and ending the year in March instead of June put us four months behind in terms of teaching time each year. I remember when I was in fifth grade, a teacher gave me a huge stack of workbooks and worksheets and said "do these over the summer". While I know she meant well, I didn't understand any of it well enough to work on it, and I surely couldn't do it at the Kolarik farm.

My schooling continued this way, each year I was further behind, each year I left for the fields in March and returned in October until at sixteen I dropped out of school, got married and began a family. Less than a year after getting married, my husband was sent to Vietnam and a year later he returned a different man; a man enraged and brutal. We were divorced within a year.

My situation was now worse than before. Good jobs are not available to people without high school diplomas and besides, I now has a one year old son. That summer I was back in Michigan picking strawberries, (now for a dollar twenty-five a box) and it was here that a recruiter told me about the High School Equivalency Program at the University of Houston.

In October, 1972 I came to the HEP program. I lived here on campus with other students. I was given the most intensive basic instruction I had ever received but more than this there were expectations. Expectations that I would succeed, that I would get my General Educational Development Diploma, that I would graduate from HEP and go on to college—and I did.

After only eight weeks in HEP I was tutoring other students. There was a true sense of cameradarie among students and, for the first time, I had teachers who understood where I came from and what I was capable of achieving. Not only this, but I also saw other students, regular students from the University of Houston going to classes studying, participating in campus activities. I knew I could do what they were doing and I really was motivated by their example.

I visited the library, the bookstore, the gym, the University Center. I "rubbed elbows" with regular university students and I had a student I.D. People who grow up in families where college is an expectation don't realize how frightening college is for someone who never was expected to be there. HEP was tremendously helpful in assisting me in overcoming the fear of the unknown in relation to attending college.

By Christmas of 1972, I had completed the work at the University of Houston HEP, had received my G.E.D. and was back home. After a year of struggling, I enrolled at Pan American University and through grants and loans and working forty hours per week completed my bachelors degree in June 1980.

In the summer of 1983, I enrolled in the CLEO program at Washburn University. CLEO (The Council on Legal Educational Opportunity) was much like HEP in that it was an intensive, no-nonsense program for students who really wanted to do well in law schools. We studied day and night, and at the end of six weeks, I was accepted at the University of Houston as a first year law student.

I cannot credit this turn of events totally to HEP, but I can say without HEP, I would not be where I am today. During the past fifteen years, the University of Houston High School Equivalency Program has assisted over 2,000 students to obtain their G.E.D.; nationally over 22,000 students have graduated from HEP programs since their inception in 1967, and for almost two-thirds of these students, the G.E.D. is not the end of their academic career, but the beginning. A study by Clark, Phipps, Clark and Harris conducted for the Department of Labor in 1980 indicated that sixty-two percent (62%) of HEP graduates reported additional educational experiences beyond the G.E.D.

Last year, 92% of the graduates from the University of Houston HEP completed colleges application forms and over 68% were accepted into colleges, universities or technical/vocational schools. I believe that this is especially significant in a time when dollars are so carefully overseen.

As a matter of fact, it is interesting to note in this cost conscious world what a cost effective program HEP is. Figures published last year by the United States Census Bureau indicate that a high school graduate can expect to earn approximately $230,000 more in his or her working career than a non-high school graduate. If we figure only a twenty percent tax rate (20%), the 101 G.E.D. graduates of this year's University of Houston HEP will pay 10 times as much in taxes (over and above what they would have paid without a G.E.D.) as it cost to help them obtain their G.E.D. And, this does not include the additional taxable income derived from those HEP graduates who complete college. (See Table) HEP is, indeed, an extemely cost-effective program.

I know that great strides have been made in migrant education during the past 10 years, but 78% of migrant students still do not complete high school. I believe strongly in the HEP concept. I believe that:

1. Funding for HEP (and CAMP—College Assistance Migrant Program) should be increased
2. That HEP's should continue to be intensive day programs located on college and university campuses
3. That existing programs, programs with proven track records should be given preference in funding opportunities (programs that begin one year and end the next don't really help the migrant)
4. That every effort be made to formally coordinate HEP/CAMP efforts with other migrant programs, while leaving HEP and CAMP as entities separate from other secondary migrant programs.
5. That the passing score for the G.E.D. be standardized to 45 and that programs be required to give evidence of measurable gains in student learning, an approach that would stress quality gains rather than only numbers of graduates.
6. That host colleges and universities provide increased technical support, support that would supplement, not supplant current staff.
7. That each program offer a minimum of 30 hours per week of instruction in the basics (reading, grammar, math, social studies, science).
8. That this committee make every effort to work with the Appropriations Committee in terms of increasing the potential impact of the Council on Legal Educational Opportunity. CLEO has never had more than one million dollars per year and its impact on educationally disadvantaged youth could be tremendously expanded through an increased appropriation.

In summary, HEP did change my life. HEP's call themselves "second chance" programs, for me, as for many migrants, this second chance is really the only chance.

TABLE

According to the United States Census Bureau, a man with a high school diploma can expect to earn $260,000 more in his lifetime than a man who does not have a high school diploma and a woman can expect to earn $170,000 more if she has a high school diploma than a woman who does not.

This year, HEP will graduate about 100 students with G.E.D.s; many of these will go on to college, but even figuring that none of them go to college, these 100 students (assuming 50 male and 50 female) will earn approximately $21,500,000 more in their lifetimes than if they had not completed their G.E.D.s. On this surplus income alone, at a 20 percent rate, these students will pay $4,300,000 in taxes during their lifetime. This is 10 times what it cost to provide them their G.E.D.

H.E.P. is an extremely cost-effective program.

Lifetime earnings [1]	Difference	Additional taxes [2]
No H.S. diploma or G.E.D., $601,000(M), $211,000(F).		
H.S. diploma or G.E.D., $861,000(M), $381,000(F).	$260,000(M), $170,000(F)	$4,300,000
College degree $1,190,000(M), $523,000(F)	589,000(M), 312,000(F)	9,010,000

[1] Census Bureau predicates their figures on an average 38 year work life for a male and 28 years for a female.

[2] For 100 students at 20 percent.

STATEMENT OF DON SANDERS, DIRECTOR OF HIGH SCHOOL EQUIVALENCY PROGRAM AT UNIVERSITY OF HOUSTON

Dr. SANDERS. My name is Dr. Don Sanders and I am director of the high school equivalency program at the University of Houston.

Mr. SIMON. And you made the point earlier during our informal discussion, during the break, that we ought to expand the HEP program in terms of eligibility.

Do you want to explain for the record why you think that is important?

Dr. SANDERS. I think we have to be careful in terms of what we mean by expand. By statute, HEP is limited to migrant seasonal farmworkers and it does an outstanding job I would say picking up the drop-outs in the migrant seasonal farmworker ranks.

What I am saying is that HEP as a model, because HEP is intensive, it is basic, and it is on college campuses, would serve as an excellent way to move more Hispanics into higher education via the GED.

My staff, for example, is 80 percent Hispanic. And as I mentioned before, though they do not have certification, they are committed. We give each and every staff member that comes onboard 4 weeks of intensive training in how to teach basic subjects. Our program is diagnostic and prescriptive. In a very short amount of time, we can take a student who comes in with a seventh grade level of reading, we can take them to tenth grade level. The same with grammar and math.

Mr. SIMON. I understand what you are suggesting. You are suggesting that the HEP program be expanded beyond the migrant population or are you suggesting that there be another program established for the nonmigrants?

Dr. SANDERS. I am suggesting another program based on the HEP model that could be—that needs to be, strongly needs to be expanded to take in Hispanics in particular.

Mr. SIMON. Thank you. Ms. Sifuentes, if I could just ask you one other question. Ten years from now, what would you like to be doing?

Ms. SIFUENTES. Well, I hope to be a lawyer.

Mr. SIMON. Practicing corporate law, becoming rich, or what do you want to be doing?

Ms. SIFUENTES. Doing as much for the community as I can. I know that sounds a little flaky sometimes, and people say, sure, you do this much and then you forget where you came from. I don't think I will. I think that HEP has helped me a lot, and I want to put back what I got from HEP, and from everybody else that has helped me.

I think without these people's help, I would not have made it and I would like to put back as much as I can. I always hear people say that minorities take advantage of programs like HEP and they just take. They don't realize how much we can put back, once we are out, and I intend to put back as much as I can.

Mr. SIMON. And you will and your answer doesn't sound flaky to me at all. Your testimony was worth the trip to Houston just to hear you testify. I really appreciate it. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you Mr. Chairman. Diana, I thank you for your eloquent statement. I hope we won't let the witness leave because I want to ask him what he thinks about some of the suggestions that you made in regard to the HEP program.

Do I have your last name misspelled?

Ms. SIFUENTES. Which one?

Mr. KOGOVSEK. Diana.

Ms. SIFUENTES. Rivera Sifuentes.

Mr. KOGOVSEK. We do have it spelled right. OK.

Mr. SIMON. People with names like Kogovsek have a hard time with other names.

Mr. KOGOVSEK. I was 15 years old before I could spell Kogovsek. Let me ask you Dr. Sanders, What do you think of some of the suggestions that she had made in regard to the 45-percent passing score becoming standardized, et cetera?

Dr. SANDERS. I want to say first of all that I am in total agreement with you and if I could take a minute just to explain why.

I have talked with college administrators across the country, admissions people, and when somebody gets a GED and they want to go on to college, they are often discriminated against if their score is not at least 45, because statistics indicate that people that don't score at least 45 don't do well in college. So I think there are two matters, one is practical and the other is administrative. I think that if we could get 45 as the standard passing score, that students would have better skills. Also the GED would then have more respect, and students would have an easier time getting into college.

For example, it is very difficult to get into this university with only a score of 40. You have to get something like a 1,200 on the SAT. So that means that most of our students will go to the downtown college, get in 2 years, and then transfer over here.

Mr. KOGOVSEK. Diana, if you would refer back to your testimony in that area, I missed a couple of your other suggestions. Could you go back through those four or five suggestions that you did have again?

Ms. SIFUENTES. OK. Starting with No. 1, funding for HEP and CAMP, the College Assistance Migrant program should be increased, that HEP should continue to be intensive day programs located on colleges and universities, that existing programs, programs with proven records, should be given preference in funding opportunities, programs that begin 1 year and end the next don't really help the migrant, that every effort should be made to formally coordinate HEP and CAMP efforts with other migrant programs, while leaving HEP and CAMP as entities, as separate from other secondary migrant programs.

Mr. KOGOVSEK. What about that one?

Dr. SANDERS. I think that is a very important consideration. In the State of Texas, for example, there are migrant counselors at each and every high school that deal with a large percentage of migrant students. When these students leave the high school and they drop out, often at 15 and 16, the migrant counselor could let the HEP people know, for example, that these people dropped out and we could contact them when they got to be 17 or 18 and were ready for our program.

Mr. KOGOVSEK. Is that the end of the list?

Ms. Sifuentes. No. The next one is the standardized 45. That host colleges and universities provide increased technical support, support that would supplement, not supplant current staff.

That each program offer a minimum of 30 hours per week of instruction in the basics: reading, grammar, math, social studies, and science.

Mr. Kogovsek. I would assume you would concur with that.

Dr. Sanders. Yes, the reason for that is, again, HEP's record of completion of the GED for entering students is between 70 and 80 percent, depending upon each individual program, compared to 12 to 15 percent for ABE programs in general. We believe that no small part of that is because a student comes in at 9 and works until 4 on a daily basis and in the basic instruction. So it is preparation for college, in that you get used to it. You are on the university campus. You are coming every day, and you are studying hard.

Mr. Kogovsek. Thank you for your statement. That is all I have, Mr. Chairman.

Mr. Simon. Thank you. Before the witness leaves, I was just asking counsel here. Who determines what the score should be on the national GED? Do we?

Dr. Sanders. I think in terms of the admission and what the score is, each institution determines where that cutoff level is. As you indicated, it ought to be 45 nationally, but there is no per se standard score.

Mr. Simon. But what you are saying is that there is a national passing grade, minimal achievement level in order to get, say a passed GED.

Dr. Sanders. It varies State by State.

Mr. Simon. I see. So what you are saying is that the State of Texas may have a different score than the State of Illinois requirement in terms of passage. And so your recommendation there is really for the State legislature or your State school department, rather than for the Federal Government.

Dr. Sanders. Somebody has got to take the initiative in getting that GED score standardized as the passing score. I have a very strong feeling about that.

Mr. Simon. I am not sure it is under the jurisdiction of our subcommittee, but we will take that under consideration. We thank both of you very, very much for your testimony and again, good luck to you. We are proud of you.

Ms. Sifuentes. Thank you.

Mr. Simon. Before we have our next witness, I want to enter into the record the statement of Dr. Leonard Spearman, the president of Texas Southern University, who is unable to be here today.

[Prepared statement of Dr. Leonard Spearman follows:]

Prepared Statement of Dr. Leonard H. O. Spearman, President, Texas Southern University

Mr. Chairman, other members of the subcommittee, it is indeed a pleasure to have the opportunity to testify before your panel again. Ours used to be a steady relationship, with me beating a well-worn path to the Rayburn Building in Washington at any time that you called. Now that my footsteps take me on a new path to Austin at any time the Texas legislature beckons, I must say that I find it a welcome occasion to see you again. I feel more than a little at home and wish to add my personal welcome to Houston to all the other welcomes I am sure you have received in the few hours you have been here. Your schedule is tight, I am sure, but I do hope you have a bit of time to see some of this dynamic city. I believe you will agree that while Washington remains the seat of power and excitement for the Nation and the world: this city, too, is a center of power, excitement, energy, growth, and vision for Texas, for the National, and for the world.

I hope, too, that if your route to the hotel or the airport from this hearing permits, you will ask your schedulers to bring you to the Texas Southern University campus (after you have completed your tour of the University of Houston, of course!). We are just across the street from this university, and we would love to have you pay us a call.

To the issue of your hearing today: Hispanic access to higher education.

Texas Southern University is a predominantly black, public, 4-year institution. We were established in 1947 as the Texas State University for negroes. While our central mission has been serving the black citizenry of Texas who historically were denied access to majority institutions of higher learning, we are and always have been a multiracial university, and at one time we had the second highest Hispanic enrollment in Texas.

Under the terms of the Texas plan for desegregation of higher education, we are committed during the next 5 years to showing significant increases in our enrollment of non-black students—specifically, Hispanics and whites. Having already embarked on an extensive development program, we have strengthened our recruiting program and our outreach activities so that we are once again attracting students from a broader ethnic spectrum.

STUDENT BODY PROFILE

Enrollment figures for the start[1] of the fall semester of 1983 show a total of 8,877 students at Texas Southern University. Of the domestic students enrolled, 93 percent are black, 3 percent are white, and 3.44 percent are Hispanic. A total of 8,502 students were enrolled for the spring semester of 1983, with 94.3 percent of these students being black, 2.3 percent white, and 2.7 percent Hispanic. (Of our total law school enrollment of 378 for that semester, 74 percent were black, 11 percent were white, 9 percent were Hispanic, and 6 percent were foreign students.)

A comparison of our enrollment figures over the past 6 years according to ethnic breakdown is set forth in the following table:

	Fall figures					
	1978	1979	1980	1981	1982	1983
Black	6,584	5,835	5,344	5,080	5,552	6,001
White	149	96	58	54	100	198
Hispanic	239	165	111	121	140	224
Asian or Pacific Islander	45	25	13	7	13	65
American Indian/Alaskan native	5	5	5	5	11	11
Nonresident aliens of foreign nationals	1,806	2,364	2,571	2,927	2,482	2,373
Unknown	0	38	0	4	0	5
Total enrollment	8,828	8,528	8,102	8,198	8,298	8,877

It will be of interest to this panel that Texas Southern University produces 8 percent of the Nation's Hispanic lawyers, 4 percent of the Nation's black lawyers, 30 percent of the Hispanic lawyers in Texas, and 80 percent of the black lawyers in Texas. (We also produce 33 percent of the Nation's black pharmacists and 25 percent of the teachers in the Houston Independent School System.)

STUDENT FINANCIAL AID PROFILES

Ninety percent of our domestic students need and qualify for student financial aid. 70 percent of our students are from families with incomes of less tha $17,000. Our student financial aid office reports that for spring 1983, we had a total of 4,140 students on financial assistance, with 2 percent (or 84) of these students being Hispanic. These students received total support of $145,095, for an average individual award package of $1,726. The average cost of attendance at Texas Southern is

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[1] Final enrollment figures for Fall 1983 show a total of 9,002 students enrolled at Texas Southern; ethnic breakdown figures on this final figure were not available in time for this hearing.

$3,700. The average family contribution is $1,044, with our figures showing average unmet need for our student population at large being $1,013 and average unmet need for our Hispanic students being $930.

Sixty percent of our Hispanic students receiving financial aid are self-supporting and 40 percent are dependent students.

Of the total aid of $145,095 allocated to Hispanic students at our institution, 40 percent of that was in gift aid and 60 percent was in loans. 30 percent of the gift aid was in Pell grants.

The information we have indicates that for the undergraduate student, this high percentage reliance on loan assistance is a detemining factor in retention in school. The building of too great an indebtedness causes many to leave their studies. Our indications are that more information must be made available to these students regarding grant monies versus loans, and that more grant assistance must be available to them to remove the financial barriers to matriculation in and completion of a degree program.

SUCCESS/FAILURE EXPERIENCE IN TRIO AND OTHER FEDERAL PROGRAMS

For quite a number of years, Texas Southern University has cosponsored the Upward Bound, talent search, and special services programs, and we are working to increase our non-black clientele in these programs.

Upward Bound.—Over the past five years, the university has sought to serve Hispanic students through our Upward Bound program. A concerted effort has been made to reach Hispanic students through contact with area schools and through contact with the League of United Latin American Citizens (LULAC). At the present time, we serve 60 students in the program, with one male Hispanic student having participated for the past year and one-half. This student has demonstrated good growth in his program courses and is very active in all program activities. Our indications are that his prospects for continuing his education are good.

Talent Search.—Our talent search program presently serves over 1,000 students annually. During the past three program years, we have served a significant nubmer of Hispanic students. 133 Hispanic students were served in 1979–80. 135 were served in 1980–81, and 152 were served in 1981–82. The services provided include the dissemination of information about both secondary and postsecondary education opportunities, assistance with exploring these opportunities, and assistance with choosing the appropriate opportunity for a particular student.

Our staff report that while they have made very strong efforts to attract Hispanic students and convince them to pursue postsecondary education, it has been their experience that a large number of Hispanic students with academic potential opt for the working world even though they have been made aware that assistance is available to them to finance their education.

Our staff report, too, that for those Hispanic students who could benefit from the new scholarship program approved by the Texas legislature to encourage non-black students to attend the historically black public universities in Texas, it has been their experience that these prospective students, in many cases, have indicated that they would prefer to attend a predominantly white institution on a part-time basis instead of accepting a grant which would enable them to attend one of the historically black schools on a full-time basis. This information perplexes us just a bit, as you can imagine, and we hope that this attitude will change as greater numbers of prospective students are made aware of this scholarship program and as we increase information to the public at large about the opportunities at our institution.

Special Services Program.—Our special services program, which serves over 225 students, provided tutorial assistance to sixteen Hispanic students during the fall 1982 and spring 1983 semesters. Nine students received tutoring in mathematics courses, six in english courses, five in biology, three in computer science, and one in chemistry. (Note that some students received tutoring in more than one course.) Currently, ten of the sixteen Hispanic students are bilingual education majors, three are business majors, one is majoring in drafting/design, one is majoring in physics, and one is an engineering major.

Out of the sixteen Hispanic students enrolled in the program, fourteen received financial assistance and two of these students are Presidential scholars.

Of the thirteen Hispanic students who participated in the tutorial component of the program in the fall of 1982, twelve made satisfactory progress. (Three students received personal counseling.) Nine students had a grade point average of over 2.0, ranging from a high of 4.00 to a low of 2.40. Three students had grade point averages of 1.69, 1.75, and 1.59, respectively. One student withdrew from the university for personal reasons.

Bilingual Cross-Cultural Training Program.—Funded through title VII of the Elementary and Secondary Education Act, this program is basically an undergraduate teacher training program leading to a bachelor of science degree in elementary education with a bilingual specialization area. This enables prospective teachers to be certified to teach in regular, bilingual or ESL (English as a Second Language) classrooms.

This spring the Texas Southern bilingual program graduated one of the largest groups of bilingual teachers in the Houston area. Most of these graduates were from the original group who began their eductional careers when the bilingual program was initiated here in 1978.

Our five-year experience has shown that the students in this program are highly motivated and have high academic achievement records as well as good classrooom performance. Of the 19 students finishing this year in the bilingual program, six graduated with honors (two finished summa cum laude, three finished magna cum laude, and one finished cum laude); thirteen made the dean's list or honor roll as they progressed through the program.

The first group of Texas Southern bilingual graduates—five students who finished in 1982—are doing excellent work as teachers in the Houston Independent School District, and the 1983 graduates are expected to follow in their footsteps as first-rate teachers.

The ethnic breakdown of enrollment in the bilingual training program over the current year has been 80 percent Hispanic, 13 percent white, 5 percent black, and 2 percent foreign students.

One hundred and fifty undergraduate students were enrolled in the program's summer 1983 institute.

We also offer the master of bilingual education degree—a program which focuses on the preparation of supervisors and specialists in this field and a program particularly attractive to teachers seeking to earn additional credits.

We feel that the success rate of this graduating group of students lies in their strong support and care for one another. 95 percent of these students share common roles as evening and weekend students, parents, and full-time workers. They have developed strong commitment to teacher education and the multicultural environment at this university has contributed to their academic, social, personal and professional growth. We take pride in their success because we believe it is a direct result of the unique type of support services we offer through the program, including regular counseling meetings which are open to all students in the program, regardless of their level of study, as well as to their spouses and other family members. Our experience through this program shows that the inclusion of the immediate and extended family in orientation and counseling sessions has been a critical factor in the retention of these students. By including the family members we enable them to learn about university life along with the student. This "open door" policy for family members has helped to eliminate fears about higher education and has enabled the family to play an informed and supportive role, thus encouraging the student to complete the program.

Our flexible class schedule is also an important factor to our Hispanic students—the majority of whom are working. 60 percent of the students in the bilingual program are in the category of mature, working, adult students, and they have been able to complete their studies because we offer evening and weekend courses. 40 percent are high school graduates who are day students.

GENERAL DISCUSSION—MAJOR HURDLES FOR HISPANIC STUDENTS

On May 14 over 850 graduates received degrees from Texas Southern University. 92 of these were honor graduates and eight of these were Hispanic students—representing 9 percent of the honor group. This compares quite well with our Hispanic students' 2.7 percent representation in our student body at large.

Clearly, our Hispanic students are holding their own and are represented in high percentages among our outstanding academic achievers.

Although our current overall percentage of Hispanic students is low, we are seeing good results from our new recruiting program and we fully expect to be able to meet our civil rights commitment to enrolling greater numbers of Hispanic and other non-black students over the next few years.

As we meet that commitment, we must address those factors which our experience has indicated are major hurdles to Hispanic student access to higher education. Among those hurdles we would cite:

Economics is the leading factor, just as it is for other minority groups. The availability of adequate scholarship and grant funds is critical.

Family, Community, Cultural Hindrances.—Families are the "invisible blocker" for many Hispanic students, to quote one of our Hispanic program directors. As we discussed earlier, we have learned through our bilingual program that the involvement of the student's spouse and other extended family members is critical to the detention of many of these students in their courses of study. The university must have its doors open to the family members to obtain their understanding, their involvement and their support for the student in order to insure that student's success in completing a degree program.

Solid Academic Foundations Programs.—The need is great for strong foundations programs in both English and Spanish to insure success in basic skills and thereby save much-needed time which should be spent on the major course of study.

Flexible Schedules are needed. Again, we find that large percentages of our Hispanic students must work. Thus, they need flexible course hours with classes available during evenings and on weekends. As an institution designed to serve the needs of the urban, working minority student, we at Texas Southern know that factor ranks high on the list of access hurdles for all minority groups.

Personal Needs.—Individual attention or the knowledge that professors and counselors have a real interest in the individual student is important. Again, the average Hispanic student is not so independent as the average white student when it comes to decisions about higher education versus work or whether to continue in college once enrolled. Like other minority students, Hispanic students need support systems including counseling and one-on-one instruction to keep up their morale and to avoid the student's feeling that he or she is just a number lost in the crowd. We know, too, that the presence of role models on campus—faculty, staff or counselors from the student's own ethnic background—is a significant factor influencing decisions about higher education.

Mr. Chairman, this concludes my statement, and I hope these observations are helpful to the subcommittee.

Again, thank you for the opportunity to appear.

Mr. SIMON. Our next witness is the Honorable Tina Reyes, the school board member of the Houston Independent School District. We are pleased to have you here.

We had some discussion about the Houston Independent School District earlier, I had to find out why it was called independent. I think I have been educated on that.

STATEMENT OF AUGUSTINA [TINA] REYES, VICE PRESIDENT, BOARD OF EDUCATION, HOUSTON INDEPENDENT SCHOOL DISTRICT

Ms. REYES. As you may know, we have been involved in funding education locally. Last night we set our tax base, and as an individual who is directly involved, as well as indirectly involved on impacting funding levels on a local level, as well as the State level, I certainly know the need for funding education and the kinds of commitments that that indicates.

I would like for my testimony to——

Mr. SIMON. We will enter your full testimony in the record. You may summarize or proceed as you wish.

Ms. REYES. Let me just begin by letting you know that I have been working in education in Houston for at least the last 10 to 15 years, and have seen not great growth, particularly where students are, in terms of higher education and the number of Hispanic students entering into higher education.

One of the things I would like to share with you today, as I move into my testimony, are enrollment figures for students in Houston, as well as the State of Texas, and the high percentage of Hispanic students in those figures, and what I think that means for us in the future, and certainly for preparation, and for what we are going to do in higher education.

As one who has worked with public schools, I have also worked closely with parents. And I know that in order for our students to get into higher education we have to work with those parents as well.

There are many things that we are doing locally and many more that we could do to begin to work with students as low as the seventh grade. As a matter of fact, our district is beginning to prepare and will be implementing a program to start a guidance program that would start in the seventh grade for Hispanic students, with specific goals in how many students we want to see coming out of HISD and going into higher education next year.

We also support initiatives that corroborate or cooperate between institutions of higher education and programs like the LULAC program because we feel that MPO's have an access to the homes that often even the schools don't have and can provide a counseling service that is really needed to get students into higher education, particularly because of their ability to work with parents, in many cases there parents who don't speak English and who need someone to speak with them or to let them know the importance of higher education, and in a language that they understand.

I think it is appropriate that you, as a committee, should decide to hold your subcommittee meetings here in Houston, for this city shows both progress concerning Hispanic education and the problems of educating disadvantaged children.

Most importantly, the Houston area stands for—we are beginning to move further on in developing and working with those issues.

The first part of my testimony includes more formal data on what HISD, as well as the Houston Community College, has done. I should also explain to you that, as a board member for the Houston Independent School District, I am also a trustee of the Houston Community College; so in terms of delivering services for adults as adults who are on academic tracks, as well as those who are in informal education programs, I too have been able to witness that as well as affect the policy.

What the figures don't show is the waste of the talent and the failure to reach thousands of Hispanic students who drop out of school, never complete college, or never reach their full potential.

According to formal data, 25 percent of the Hispanic students in our district do not graduate from high school. However, in my experience as a former employee with the district and as a trustee, it is my feeling that that actual figure is much higher.

It is my belief that our retention rate is substantially better than the U.S. figures, which show an alarming 40 to 50 percent of students who never receive a high school diploma.

Because of the manner in which data is used for identifying students who leave school for various legitimate reasons, and because of the State mandatory attendance laws, many students leave, using legitimate excuses, and in acuality never do return to a public school. These are the students that we lose, not only in the figures, but also in the productivity of this country.

Even those who do graduate or those who are considered the cream of the crop, are unlikely to attend college. For example, in our district 1,700 Hispanic students graduated from HISD schools in 1983. Only 43 percent or 740 students attended college. Most of these attend 2-year colleges or open admissions colleges, where they, in turn, will be less likely to graduate.

In contrast, 72 percent of the Anglo students went on to college and 43 percent of the black students went on to college. Of the total numbers, and I guess that one can play with figures in one way or the other, one of the problems that those figures—that we have of those figures is that if you lose 40 to 50 percent of those students, then those are never counted, therefore when you look at 43 percent, that seems rather high, but you have to consider that we have already lost 40 percent of those students and those aren't even being counted.

Of the total number—when you look at the figures, the total numbers of students who graduated and went on to college, approximately 5,745 students, 45 percent were white, 43 percent were black, and 13 percent were Hispanic.

We need immediate focused attention on this terribie problem of attrition, for we push out those students and merely consign them to enduring disabilities. We need high school counseling programs with specific goals for Hispanic students. These programs must begin working with students and parents as early as the seventh grade.

More bilingual high school counselors and teachers are needed, as is more vigilant enforcement of truancy laws. More of our children need to be informed early and often of the advantages of graduation and college. Programs such as the TRIO program, particularly Talent Search, need more resources.

I think that we have several of those programs locally and we are not beginning to meet needs because you have a program, for example, like LULAC.

LULAC deals directly with the Hispanic student, and if a Hispanic family here in Houston wants to send a student to college, and those are the ones who are self-motivated enough to seek out the information, the first place they go to is the telephone book and they look for LULAC.

Often the resources that LULAC has to provide the information to those individuals aren't nearly enough to meet the needss and not only does LULAC have to meet the needs of the Houston population, it also has to meet the needs of adjoining counties.

I believe that LULAC services as many as 14 school districts in this area. And really—that kind of funding is not adequate. That certainly is not going to begin to meet—I have, myself, and three other local officials have developed a scholarship fund, and what we do with the scholarship fund is provide funds for students who may not have made the high score on the SAT and may not have been the A and B student in high school, but who show some indication that they are going to go through college and that they are going to be able to finish college.

We do require that they submit transcripts of some kind of academic success. And we started this at a very local level and an almost personal kind of level because someone had to know someone in order to be able to be referred. And we found that the number of requests we are getting is just phenomenal.

Many of these students are also those whose families may have not quite met the poverty income levels and they haven't received enough financial aid on the college level. Consequently they have had to drop out and have come looking for funds through the efforts that we make.

In addition, we are beginning to get adults between the ages of 40 and 55 who want to return to college. That is a very competent group within that age level who because of historical reasons, did not have access to higher education. That group is almost a group that has been completely forgotten and blocked out.

I think that we have vast resources within that adult population. That population does need additional kinds of counseling and certainly needs funding because many times their one obstacle is their inability to pay for the tuition.

Some of the efforts that we have done through the local scholarship program have helped us to meet that need locally, but what we have found is that there are so many students who are not receiving proper financial aid, who had the initiative to go on and try to succeed in higher education.

I think that the TRIO program needs to be more involved in parent counseling and test preparation. Our children's aspirations need to be uplifted through contact with people who have successfully negotiated the system. One of the things that we really have not found, I think, in the Hispanic community, is a Hispanic college or higher education network. So that when those who have learned to manipulate that system and learned to successfully deal with it, can bring others into the system. That has not yet developed and I think if you look at the numbers of students that are enrolled in higher education who are Hispanic, you can see why.

I would also like to see more requirements that universities who do staff such programs do so with bilingual personnel. Many such programs, including those in Houston, have staff who do not have—who may not be bilingual and consequently may be ineffective in dealing with bilingual parents.

Because the Houston Community College is also governed by Houston ISD, I would like to say a few words about community colleges. In my view, we are doing the work that 4-year colleges often don't wish to do. We exist in the large part to serve those senior colleges, to educate the individuals that those senior colleges may not want to educate.

While we may have many shortcomings, and could do much more than we presently do, senior colleges seem relieved when we take their problems off their hands. Congress has never seemed serious enough about community colleges.

Title 9 was—I am sorry. I think that was title 10 was never funded and 2-year colleges receive far less title 3 moneys than our enrollments warrant. In fact, we are penalized in title 3 because we charge so little and because we educate working adults who frequently are ineligible for financial aid.

While I do not have specific legislative language to suggest, I would like to encourage your subcommittee to seek ways to channel resources to the community colleges.

The final part of my testimony, which I will insert for the record, shows the range of attempts that Houston ISD has taken in addressing this problem. I do not believe that Federal legislation will correct any local dilemma. However, the legislation you do enact can be targeted more carefully upon problems facing Hispanics.

I call to your attention the pupil accounting report put out by the Texas Education Agency on pupil accounting for students in Texas. These figures will indicate to you that in Houston almost 40 percent of the first grade class is made up of Hispanic students.

In the State of Texas, the total number of students in the first grade is already at 33 percent. If you look at those figures, you will note that in the kindergarten class—in the first grade class in Texas, there are 235,760 students: 33 percent of those are Hispanic, 50 percent are Anglo, and 15 percent are black.

If you look at the total enrollment figures for the State of Texas, we have 2,900,000 students—56.4 of those students are white, 27.5 are Hispanic, 14.9 are black students.

I contend that probably the most important thing of what I may say to you is within this report because within this report is the indication of the kinds of students who are coming through the public education system in Texas. And these figures are certainly indicative of the fact that the higher education must begin to address those issues and that there must be programs in place that will properly fund the universities' efforts.

These enrollment figures for Hispanic children in Houston, as well as throughout Texas, indicate a phenomenal growth there and an ever increasing number of Hispanic students moving through the educational system. The future of these individuals as productive citizens and literate Americans will depend on whether or not policy in this country is willing to spell out that the goal of educating minorities in this country is really to make them literate.

If indeed literacy of all Americans is the true goal, then legislative policy must be targeted more carefully upon the individuals facing the greatest problems.

I do however rationally feel that many of these problems will be resolved in the ballot boxes, as well as in the trenches here in Houston. Thank you.

Mr. SIMON. Thank you very much for your testimony. So that I understand this chart, which we will insert in the record, on the State survey, if you can refer to that, if I have the same chart?

Ms. REYES. It is the 1981 fall survey of pupils and membership in Texas.

Mr. SIMON. That would indicate—I assume these numbers on the far left are the grades. And so down at the very bottom is the 12th grade or a senior in high school. Right?

Ms. REYES. Right.

Mr. SIMON. Does that indicate that as a senior in high school for example—the total 61 percent now are Hispanic versus 50 percent at the first grade level? Is that right?

Ms. REYES. That is exactly right. Well, actually at the first grade level 33 percent are Hispanic. If you come down to the total on the 12th grade level, there is a statewide total as the last figure.

Mr. SIMON. But the statewide—way at the end it says, Hispanic percentage, at the column that starts out 44.2.

Mr. KOGOVSEK. I think you are one column over. I think those are the white students.

Mr. SIMON. Oh, white and non-Hispanic students. OK. Then it makes sense. I understand it now.

Ms. REYES. Let me explain that a bit to you too. If you look at the kindergarten level, the percentage is 33 percent for Hispanics. And then when you come over to the 12th grade level it is 20 percent. That figure says two things. First of all, the first grade class is a very large Hispanic class. But the other thing that happens is that we tend to lose the student because of them dropping out of school, so that too is the reason that there is such a difference between 33 and the 20 percent.

Mr. SIMON. You mentioned your scholarship fund. How is that supported?

Ms. REYES. Well, it is locally funded through some foundation funds.

Mr. SIMON. And, in fact, what you are doing is you are taking care of people who fall between the cracks.

Ms. REYES. Exactly. People who come and will say, registration is in 1 week and I can't possibly go through the bureaucracy to get what I need to get into college next week.

Mr. SIMON. And how much money do you have or do you spend each year in that scholarship fund?

Ms. REYES. We try to spend $500 per student.

Mr. SIMON. And in total that would be how much?

Ms. REYES. I am often so involved with just pushing students through there, I don't look at the total figures.

Mr. SIMON. We appreciate what you are doing. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you, Mr. Chairman. Ms. Reyes, let me thank you for your testimony and for your valuable input into this hearing.

Getting right down to your last sentence, where you indicate that you feel a lot of the problems might be solved at the ballot box. I tend to agree with you and we discussed that a little bit, earlier before you arrived, that a lot of parents of minority students are going to feel a lot more comfortable addressing members of the school board if they happen to be Chicano or Mexican American.

Are you seeing the same kind of improvement in Texas as far as more and more Hispanics getting elected to school boards in particular, as we are in southwestern Colorado?

Ms. REYES. Not as many, I think, as we have a need for. I think that when we are elected to school boards, not only are we expected to be the advocates for the Hispanic community and present that case, but we also have to consider the overall development of the district and maintenance of the district. So we have many responsibilities that are placed upon us.

Mr. KOGOVSEK. I would imagine you do have at least a dual role as a minority member on a school board. But are there more minorities getting elected to school boards in the Southwest? I am sure that it is not enough, but is there an improvement over the past 10 years?

Ms. REYES. There certainly has been an improvement over the past 10 years. It is my feeling that many times, if you are familiar with school boards, people do that because they have some kind of real philosophical commitment. Our compensation for what we do is a parking space at the administration building and our name over a building somewhere. So that you really do it out of commitment. Often some people can afford to do it, and many will not be able to and I think that will have an impact on quality of representation. I think when you only get one shot at an issue, it has to be the best. So my hat certainly goes off to myself and to those of us who are making the sacrifice to do that. But I can certainly understand why some people would hesitate to do it.

Mr. KOGOVSEK. I commend you for accepting the challenge and I thank you for your testimony today.

Ms. REYES. Thank you.

Mr. SIMON. If I may ask you: What was your background before you were elected to the school board and what do you do for a living?

Ms. REYES. I am an educator, which is another thing that makes it really difficult. Because as an educator, philosophically I believe that it is our responsibility to provide the education, even though those children may not have the strength at the ballot boxes that are going to give them the quality programs they need to achieve literacy.

So you know, as a politician I certainly have certain views on it, but as an educator, I have certain philosophical feelings of responsibility for what the educational system should be doing.

Mr. SIMON. What do you teach?

Ms. REYES. I have taught everything from K to higher ed.

Mr. SIMON. Well, we thank you very much for your testimony.

Ms. REYES. Thank you.

Mr. SIMON. Our final two witnesses, we will ask them to come here. Representative Roman Martinez, a member of the Texas State Legislature, and Dr. Miguel Nevarez, the president of Pan American University.

We will hear from both of you before we have questions of the two of you.

[Prepared statement of Augustina Reyes follows:]

PREPARED STATEMENT OF AUGUSTINA (TINA) REYES, VICE PRESIDENT, BOARD OF EDUCATION, HOUSTON INDEPENDENT SCHOOL DISTRICT

It is appropriate that the subcommittee hold its hearings in Houston. For this city shows both progress concerning hispanic education and the problems of educating disadvantaged children. Most importantly, the Houston area stands for how far we have to go. This part of my testimony includes more formal data on Houston ISD and the Houston Community College. But these data only portray the large statistical picture. They do not show the wastage of talent and failure to reach thousands of Hispanics students who drop out of school, never complete college, and never reach their full potential.

According to our formal data, nearly twenty-five percent of the hispanic students do not graduate from high school in Houston. However, my own experience as a former HISD employee and a trustee is that the actual figure is far higher. It is my belief that our retention rate is substantially better than U.S. figures which show that an alarming forty to fifty percent of our students never receive a high school diploma. Because of the manner in which data are identified for students who leave school for various legitimate reasons and because of the state mandatory attendance laws, many students leave using legitimate excuses, but in reality never return to a public school. These are the students that we lose not only in the figures, but also in the productivity of this country. Even those who do graduate—the cream of the crop—are unlikely to attend college. In 1983, over one-thousand-seven-hundred hispanic students graduated from HISD schools; only forty-three percent or seven-hundred-forty students attended college. Mostly two-year and open admissions colleges where they, in turn, will be less likely to graduate. In contrast, seventy-two percent of the anglo students went on to college and fifty-three percent of the black high school graduates attended colleges. Of the total number of students who graduated and went on to college, approximately five-thousand-seven-hundred and forty-five students, forty percent were white; forty-three percent were black; and only thirteen percent were Hispanic. We need immediate focused attention on this terrible problem of attrition, for we push out those students and merely consign them, when enduring disability. We need high school counseling programs with specific goals for hispanic students. Those programs must begin working with students and parents as early as the seventh grade.

More bilingual high school counselors and teachers are needed as is a more vigilant enforcement of truancy laws. More of our children need to be informed early and often of the advantages of graduation and college. Programs such as TRIO, particularly talent search, need far more resources. TRIO programs need to be more involved in parent counseling and test preparation. Our children's aspiratios need to be uplifted through contact with people who have successfully negotiated the system. I would also like to see more requirements that universities who do staff such programs, do so with bilingual personnel. Many such programs, including those in Houston, have staff who are not from hispanic communities which often makes them ineffective with bilingual parents.

Because the Houston Community College is also governed by the Houston ISD Board, I would also like to say a word about community colleges. In my view, we are doing the work four-year colleges do not wish to do. We exist in large part to serve those who senior colleges do not want to educate. While we may have many shortcomings and could do much more than we do at present, senior colleges seem relieved that we have taken their problems off of their hands.

Congress has never seemed serious about community colleges. Title IX was never funded and two-year colleges received far less Title III money than our enrollments warrant. In fact, we are penalized in Title III because we charge so little and educate working adults who are frequently ineligible for financial aid. While I do not have specific legislative language to suggest, I would encourage your subcommittee to seek ways to channel resources.

The final part of my testimony which I will insert for the record, shows the range of attempts that Houston ISD has undertaken to address this problem. I do not believe that federal legislation will correct any centrally local dilemma. However, the legislation you do enact could be targeted more carefully upon the problems facing Hispanics. I would call to your attention, pupil accounting reports put out by the Texas Education Agency on pupil accounting for students in Texas. These figures will indicate to you that in schools in Houston, almost forty-percent of the first grade class is made up of Hispanic students. In the state of Texas, for total students in public schools in Texas, almost forty-percent of the first grade class is Hispanic. The enrollment figures for Hispanic children in Houston as well as throughout Texas indicate a phenomenal growth there and an ever increasing number of hispanic students moving through the education system. The future of these individuals as productive citizens and literate Americans will depend on whether or not policy in this country is willing to spell out that the goal of educating minorities in this country is really to make them literate. If indeed literacy of all American citizens is the true goal, then legislative policy must be targeted more carefully upon the individuals facing the greatest problems.

However, rationally, I feel that these issues in many ways will be resolved in the ballot boxes and local trenches.

DEVELOPMENT VERSUS IDENTIFICATION: CHANGING STRATEGIES FOR THE IMPROVEMENT OF THE EDUCATIONAL STATUS OF HISPANICS

I. Introduction

Growth of the Hispanic student population in the Houston Independent School District in the past several years has been phenomenal. The growth rate of native Hispanics is bolstered by the relatively youthful median age of Houston's native Hispanic residents. In adidtion, political and economic situations in Mexico and Central America have drawn thousands of citizens from those countries to Houston and its promise of a better life. Last year alone, over 1,000 children from El Salvador entered classes in our school district. This relatively sudden influx of large numbers of language different children has offered the school district a tremendous challenge in meeting the many varied needs of both the native Hispanic child and the Hispanic child from out-of-country.

In order to provide special opportunities for academic growth on all levels of need for all children, special programs have been mounted to address the needs of children within the context of several pieces of state and national legislation. These laws include the Bilingual Education Act and the Education for all Handicapped Children Act. Court mandates related to desegregation have significantly contributed to the establishment of programs designed to challenge students while promoting desegregation on a voluntary basis. These latter programs are defined as the Magnet School Programs of Houston.

Two national studies, "A Nation at Risk" and "Action Plan for Excellence," have added impetus to the school district's emphasis to involve parents, the business community and community agencies in the education of children.

As part of the Houston Plan for Excellence, a parent involvement program entitled, "Parents as Partners" has been developed. The Parents as Partners Program is a series of nine (9) telecasts designed to involve parents in and inform parents of the educational programs their children are receiving. Each English telecast is simultaneously transmitted in Spanish over KLAT, a local radio station. All materials sent home to parents are translated into Spanish. Negotiations are currently underway to expand the simulcasts and materials to the Vietnamese language.

The Volunteers in Public Schools Business School/Partnerships Program began in 1972 with a series of high school internships offered by four companies to selected alternative high school campuses. Today the scope of services has increased to include employees of business and industry serving as teachers and tutors in our classrooms, businesses providing part-time or summer jobs for students, and businesses providing field trips, demonstrations, funds, equipment, and awards. In 1982-83 there were 85 partnersips involving 63 businesses and 61 schools. The business volunteers are 58 percent minority (19 percent black, 35 percent Hispanic, 4 percent Oriental, 42 percent white), 58 percent male, 53 percent age 30 or under, and 45 percent are not residents of the Houston Independent School District. Emphasis is currently on continuation and expansion in the FOAA (Focus on Academic Achievement) schools and the magnet schools. Long range plans are to expand business involvement to every school in Houston Independent School District.

The Magnet Schools Program in Houston offers students unique opportunities to develop individual talents and interests. Approximately 12 percent of the Hispanic student population was served in Magnet or Alternative Programs. At the elementary level, programs are offered in many areas: Fine Arts and Music, Ecology and Outdoor Education, Math and Science, Physical Development, Vanguard-Gifted and Talented, Multicultural and Bilingual, and Montessori. At the secondary level, these programs offer an extension of the elementary range of services as well as specific career field areas such as Aerodynamics, Communications, Engineering Professions, Foreign Languages, Health Professions, Performing and Visual Arts, Petrochemicals, Teaching Careers, Law Enforcement and Criminal Justice. Other secondary programs include the Alternative Models schools: Barbara Jordan Career Center, College Prepatory, Fundamental, and Gifted and Talented.

Fifty-three percent (53 percent) of the Hispanic student population in 1982-83 was identified as being Limited English Proficient (LEP) and in need of the various services offered through the Bilingual Education programs or English as a Second Language (ESL) programs. These specialized programs assess student needs through standardized procedures and place students in a Bilingual program or an ESL program, depending on the language proficiency level of the student. The program teaches students the English language concurrently with teaching subject matter concepts in the student's strongest language at time of program entry. The ultimate goal is to prepare the student well enough in the English language to allow him or her to compete in regular education classes with his non-language different peers.

Special Education served approximately 10 percent of the total Hispanic student population in 1982-83. Students served were in all twelve handicapping conditions: Orthopedically Handicapped (192), Other Health Impaired (104), Hearing Impaired (83), Visually Handicapped (41), Deaf-Blind (5), Mentally Retarded (562), Emotionally Disturbed (67), Learning Disabled (3,910), Speech Handicapped (896), Multihandicapped (69), Autistic (1), and Pregnant (71). Total 6,001. The Special Education services include not only academic services but also related services such as speech therapy, occupational therapy, physical therapy, counseling, health services, medical diagnostic services and psychological services.

A total program is planned for each individual student with the school and home working together to meet student educational needs.

Other district programs with emphasis on providing individuals with academic growth experiences include the compensatory programs under Chapter I. These programs focus on the development of reading and math skills in students. During the 1982-82 school year, approximately —— non-LEP Hispanic students were served.

Given the thrust for excellence and the advancement of all students in public school studies as well as post high school studies, the Plan for Counseling Hispanic Students is currently in the developmental stages.

This plan arose from several district studies on achievement, scholarship, dropouts, as well as from staff and community input. Historically Hispanic students in general, have taken the minimal courses in high school which are required for graduation. In many instances the minds of these youth are not being challenged to the maximum. Social and economic conditions—low income, therefore no money for post high school education—have traditionally supported this attitude. In other words, why take the harder courses when you do not have the money to go to college anyway? The goal of the Plan for Counseling Hispanic Students is to get both the student and his/her parents involved in course selection appropriate to the capability of the student and to assist the student and family in exploring post secondary educational options as well as possible fiscal resources to meet defined goals.

Both strategies, that of pulling students from their neighborhood schools into specialized Magnet School Programs and that of improving educational conditions for all students in a given school are being implemented in the Houston Independent School District. Given that the district annually serves over 190,000 students and given that court orders and legislation control to a degree how, when, and where students will be served, it is not feasible to consider implementing one strategy over the other. It does behoove us to seek as many creative alternatives as possible in meeting the needs of all students.

II. Special programs statistics

A. Bilingual Education Programs.

1. Growth over the past four years in Houston Independent School District

1979—12,000 LEP students served by 400 Bilingual and ESL teachers.

1983—36,000 LEP students served by 500 Bilingual and ESL teachers.

Summer 1983—An additional 500 teachers trained; i.e., began certification programs in Bilingual Education or ESL.

Fall 1983—1,000 teachers prepared to teach 36,000 LEP students identified Spring 1983.

2. In 1982-83, the district served 60,193 Hispanics. Of the 36,341 LEP students, 31,980 students were identified as Hispanic Limited English Proficient (LEP). These 31,980 LEP students represent approximately 53 percent of the total Hispanic student population. Another way of stating this might be to say that 47 percent of the Hispanic student population was not identified as LEP.

3. State statistics for 1982-83

LEP students identified	260,104
LEP students served in bilingual education	146,554
LEP students served in ESL	93,700
Total served in State	240,254
Total not served in State	19,850

B. Magnet School Programs and Alternative Schools served 7,166 Hispanics out of a total of 15,967 students served in 1982-83. This represents 45 percent of the of the total magnet and alternative student population served.

Hispanics enrolled in magnet and alternative schools

October 1982	5,161
May 1983	7,166
October 1983	6,608

C. Special Education programs served 6,001 Hispanics cut uof a total of 20,732 served in 1982-83, representing approximately 29 percent of the total handicapped population served.

Percentages of Hispanic handicapped population served

	Percent
1980-81	25.8
1981-82	27.3
1982-83	28.9

D. DISTRICTWIDE ENROLLMENT FIGURES—HISPANICS [1]

Year	Number	Percent
1980-81	53,917	27.79
1981-82	57,558	29.72
1982-83	60,193	30.97
Fall 1983 (Oct. 19)	60,203	31.02

[1] From Superintended's annual report

TABLE I.—ETHNIC PERCENTAGES OF GRADUATES AND THOSE GOING TO COLLEGE

	Number	Percent	Percent [1]
White	3,212	33	40
Hispanics	1,718	17	13
Black	4,606	47	43
Asian	292	3	4
American Indian	8	0	0
Total graduates	9,836		

[1] Total going to college 5,745.

TABLE II.—Group Figures

Ethnic group	Graduates	College	Percent
White	3,212	2,322	72
Hispanic	1,718	740	43
Black	4,606	2,444	53
Asian	292	234	80
American Indian	8	5	65

HOUSTON INDEPENDENT SCHOOL DISTRICT
PUPIL ACCOUNTING DEPARTMENT
October 7, 1983

TEXAS EDUCATION AGENCY FALL SURVEY 1983-84

GRADE LEVEL	AM. INDIAN or ALASKAN	ASIAN or PAC. ISL.	BLACK, not of Hispanic Orig.	HISPANIC	WHITE, not of Hispanic Orig.	TOTALS
PRE-KDGN.	1	14	154	123	129	421
KDGN.	3	378	5981	5459	2268	14089
1	10	565	8179	7754	3186	19494
2	10	520	6505	6365	2824	16224
3	16	510	6620	6106	2799	16051
4	11	483	6530	5398	2717	15139
5	14	489	6781	5115	2880	15279
6	16	427	7052	4931	2952	15378
7	17	397	7010	4893	3236	15553
8	6	440	6506	4148	3172	14272
9	8	492	7127	4316	3627	15570
10	16	422	5763	2906	3003	12110
11	9	362	4880	2168	2847	10266
12	9	325	4504	1942	2841	9621
TOTALS	146	5824	83592	61424	38481	189467

THE "SOAP CONCEPT"

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1 9 8 1 FALL SURVEY OF PUPILS IN MEMBERSHIP

STATE REPORT

	AMERICAN INDIAN MEMBERSHIP	PCT	ASIAN OR P ISL MEMBERSHIP	PCT	BLACK, NOT HISP MEMBERSHIP	PCT	HISPANIC MEMBERSHIP	PCT	WHITE, NOT HISP MEMBERSHIP	PCT	TOTAL MEMBERSHIP	PCT	REGULAR MEMBERSHIP	PCT	SPECIAL ED MEMBERSHIP	PCT
PK M	3	.1	[illegible]	.4	[illegible]	20.7	[illegible]	[illegible]	[illegible]	44.2	[illegible]	56.3				
F	5	.1	31	.5	[illegible]	23.4	[illegible]	39.1	[illegible]	36.2	[illegible]	43.7				
TOTAL	[illegible]	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	41.0	[illegible]		0	.0	13,315	100.0
K M	118	.1	1,463	1.3	[illegible]	14.2	[illegible]	[illegible]	[illegible]	51.3	[illegible]	51.3				
F	124	.1	1,329	1.4	[illegible]	14.6	[illegible]	33.1	[illegible]	51.0	[illegible]	48.7				
TOTAL	242	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		135,579	96.1	7,408	3.9
01 M	184	.1	1,372	1.3	[illegible]	16.0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	52.7				
F	[illegible]	.1	1,677	1.4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	47.3				
TOTAL	326	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		226,158	91.2	21,968	8.8
02 M	184	.2	1,761	1.4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	51.7				
F	140	.1	1,519	1.4	[illegible]	14.6	[illegible]	32.3	[illegible]	51.6	[illegible]	48.3				
TOTAL	324	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		204,449	90.3	22,066	9.7
03 M	162	.1	1,734	1.5	[illegible]	14.4	[illegible]	31.2	[illegible]	[illegible]	[illegible]	51.4				
F	149	.1	1,648	1.5	[illegible]	14.8	[illegible]	31.2	[illegible]	52.4	[illegible]	48.6				
TOTAL	311	.1	[illegible]	1.5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		204,808	89.8	23,385	10.2
04 M	153	.1	1,570	1.3	[illegible]	[illegible]	[illegible]	27.7	[illegible]	[illegible]	[illegible]	51.4				
F	151	.1	1,574	1.4	[illegible]	16.7	[illegible]	30.0	[illegible]	53.8	[illegible]	48.6				
TOTAL	304	.1	[illegible]	1.3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		211,835	90.2	22,934	9.8
05 M	158	.1	1,548	1.2	[illegible]	16.2	[illegible]	27.9	[illegible]	[illegible]	[illegible]	51.1				
F	155	.1	1,481	1.2	[illegible]	14.6	[illegible]	28.7	[illegible]	[illegible]	[illegible]	48.9				
TOTAL	313	.1	3,029	1.2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		221,048	90.9	22,521	9.1
06 M	190	.2	1,593	1.2	[illegible]	13.9	[illegible]	27.0	[illegible]	[illegible]	[illegible]	51.4				
F	190	.1	[illegible]	1.2	[illegible]	14.3	[illegible]	27.3	[illegible]	57.1	[illegible]	48.6				
TOTAL	380	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		210,960	91.7	18,903	8.3
07 M	197	.2	1,499	1.2	[illegible]	13.9	[illegible]	27.8	[illegible]	[illegible]	[illegible]	51.6				
F	173	.1	1,217	1.1	[illegible]	14.3	[illegible]	27.7	[illegible]	55.3	[illegible]	48.4				
TOTAL	370	.1	2,716	1.2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		221,345	[illegible]	18,134	[illegible]
08 M	167	.1	1,215	1.1	[illegible]	14.3	[illegible]	27.1	[illegible]	57.2	[illegible]	51.1				
F	158	.2	1,135	1.0	[illegible]	14.6	[illegible]	27.2	[illegible]	55.3	[illegible]	48.9				
TOTAL	325	.1	[illegible]	1.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		204,530	92.1	17,407	7.9
09 M	182	.1	1,469	1.2	[illegible]	[illegible]	[illegible]	26.5	[illegible]	[illegible]	[illegible]	51.9				
F	200	.2	1,226	[illegible]	[illegible]	15.5	[illegible]	26.3	[illegible]	55.3	[illegible]	48.1				
TOTAL	382	.2	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		218,305	92.8	16,843	7.2
10 M	165	[illegible]	1,336	1.2	[illegible]	15.9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	51.6				
F	164	.2	1,114	1.0	[illegible]	16.3	[illegible]	24.1	[illegible]	[illegible]	[illegible]	48.4				
TOTAL	329	[illegible]	2,500	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		187,289	93.2	14,140	6.8
11 M	192	.2	[illegible]	1.1	[illegible]	15.3	[illegible]	21.6	[illegible]	[illegible]	[illegible]	50.8				
F	142	.1	962	1.0	[illegible]	16.3	[illegible]	21.7	[illegible]	[illegible]	[illegible]	49.2				
TOTAL	334	.1	2,049	1.0	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		183,411	[illegible]	11,472	[illegible]
12 M	110	.1	920	[illegible]	13,412	17.3	[illegible]	20.5	[illegible]	[illegible]	[illegible]	52.8				
F	120	.1	827	.9	[illegible]	15.6	[illegible]	20.2	[illegible]	53.2	[illegible]	47.2				
TOTAL	230	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		186,866	94.5	10,776	5.5
AL M	2,171	.1	19,136	1.3	224,078	14.8	[illegible]	28.0	[illegible]	55.8	[illegible]	51.6				
F	1,983	.1	17,172	1.2	212,902	[illegible]	[illegible]	28.2	798,485	[illegible]	[illegible]	48.4				
TOTAL	4,154	.1	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]		2,682,806	[illegible]	243,366	8.3

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STATEMENT OF ROMAN MARTINEZ, STATE REPRESENTATIVE, TEXAS LEGISLATURE

Mr. MARTINEZ. Thank you, Mr. Chairman.

Mr. SIMON. Representative Martinez, we will let you go first, since you have a large electoral base than the president of the university.

Mr. MARTINEZ. Mr. Chairman, members of the committee, my name is Roman Martinez. I am a State representative for District 148, here in Harris County. My district is 60-percent Mexican American, 30-percent Anglo, and 10-percent black.

Mr. SIMON. Incidentally, for both of you, we will put your statements in the record. You may proceed as you wish. Summarize them or read them or however you wish to proceed.

Mr. MARTINEZ. Yes sir. I am a freshman legislator, having been elected and serving my first term in the 68th legislature. I am 25 years old and a graduate of Yale University. I will continue with my testimony now.

Earlier in this century when Texas maintained "Mexican only" schools, when Mexican-origin children were counted as white to thwart desegregation, and when school children were punished for speaking Spanish in classrooms, legal barriers to education of Hispanics were painfully obvious.

Today the barriers at Federal, State, and institutional levels have become more subtle, though no less impenetrable. Nearly 15 years of civil rights legislation have not substantially improved the condition of Hispanic education, while ironically, the prevailing illusion of substantially increased access has forestalled necessary changes in existing systems.

Thus, Hispanics find themselves underserved by programs designed to redress inequities, and ill served by popular notion that inequities no longer exist.

According to Department of Education data, Hispanic children attended more segregated schools in 1976 than was even the case in 1970. These data show dramatic national and regional trends, such as that more than two-thirds of all Hispanic students were enrolled in public schools in which 50 percent of the enrollment was minority.

Hispanic students are far less likely to complete high school or graduate with their age group than are majority or most other minority students. Attrition rates show that 1978 high school completion rates for Mexican-Americans who were 25 years or older were 34.3 percent, in comparison with 67.1 percent for non-Hispanics over 25.

The Hispanic students who did remain in school fell behind their classmates until 24 percent of the 14 through 20 year olds were enrolled two grades behind their classmates. Only 9 percent of white students were 2 years behind their age cohorts.

Bilingual education programs remain inadequate in most States, both in diagnosis of linguistic competence and provision of bilingual curricula and personnel. Instruments have not been developed to measure the cognitive and English-speaking abilities of linguistic minority children.

However, even when Hispanic children are diagnosed as limited-English or non-English proficient, fewer than half are enrolled in bilingual programs.

Further, few classrooms have Hispanic teachers. In 1976, less than 3 percent of all public school employees were Hispanic, with nearly as many Hispanic service workers or custodians as Hispanic teachers.

The failures of school systems to meet the needs of Hispanics are mirrored in postsecondary institutions, where issues of limited access, discriminatory employment practice, and high attrition disproportionately affect Hispanic students.

Although there is a public perception that Hispanic enrollments have greatly increased in recent years, in fact Hispanic students have neither attained access into a broad range of institutions, nor dramatically increased their numbers throughout the system.

From 1970 to 1978, Hispanic full-time students increased only from 2.1 percent of the total to 3.5 percent. From 1976 to 1978, this meant an increase of only 5,000 students nationwide. California, which accounts for nearly one-third of all Hispanic enrollments, actually experienced a decline of more than 6,000 Hispanic full-time enrollments in the 2-year college sector.

Also, distribution data show that the access achieved has not been widespread. Hispanics are concentrated at the less prestigious and less-well funded institutions, and, indeed, in very few institutions.

Two-year institutions have increased Hispanic access, but have inherent problems in transfer, part-time faculty, residential programs, and funding patterns. Moreover, Hispanic students do not even have full access into open door institutions, as a mere 21 colleges on the mainland enroll 24 percent of all mainland Hispanic students.

When the 34 Puerto Rican institutions are included, these 55 colleges enrolled 43 percent of all U.S. Hispanic students. Additionally, Hispanic students do not have access to a network of historically Hispanic colleges. Therefore, Hispanic students are extraordinarily concentrated in fewer than 2 percent of the more than 3,100 collegiate institutions in the country, and in institutions that do not have historical missions to serve Hispanic students.

To say that the leadership of these schools is non-Hispanic is to understate the case. In autumn 1981, there were 6 Hispanic 4-year college presidents and 16 Hispanic 2-year college presidents on the mainland.

At another level of leadership, only 1.4 percent of all faculty and 1.1 percent of all tenured professors were Hispanic, including faculty in Spanish and bilingual education departments. With many Hispanics employed in special assistant or affirmative action/equal employment staff capacities, even fewer hold substantial policymaking positions. Confronted with these data, one is forced to concede that Hispanics have not penetrated educational systems in any significant fashion.

Data reviewed here have clearly documented that the condition of Hispanic education is not good. Educators have failed to meet the needs of Hispanic children and many of the key indicators point to worsening conditions unless major action is undertaken at local, State, and Federal levels.

Federal policymakers must recognize their own practices, must improve their own practices, while State and local educators must recognize and address the problems facing Hispanic learners.

In addition to structural analyses and research on individuals, there is need for more theoretical work in understanding internal colonialism and its manifestation in education. However, this requires better data and historical evidence to make better sense of centuries of oppression. Any Hispanic research agenda must address these issues.

The policy agenda is an extremely complex call to action, necessitating an increased electoral influence, legislative monitoring, policy analysis, and organized resistance to initiatives and practices that adversely affect Hispanics.

For instance, several Federal program initiatives have ignored Hispanic demographics and as a result have predictably failed to improve access for the very group for whom the legislation was intended.

In other cases, agencies' failures to make reasonable administrative efforts have worked against Hispanic access. In this fashion, even minority-targeted programs such as minority bio-medical sciences, minority institutions science improvement, graduate and professional opportunities, designed to increase minority science and professional enrollments, are targeted toward senior institutions, graduate programs, and minority institutions.

Inasmuch as these institutions do not enroll significant numbers of Hispanic students, such programs are unlikely to assist Hispanics in any substantial fashion.

In Texas, I am disappointed in the OCR plan in the Adams consent decree. I know the MALDEF representative has spoken more extensively on this topic, but I feel strongly that OCR requested too little and Texas is not doing enough to remedy the historic exclusion of Mexican Americans from higher education. The coordinating board did not agree to hold colleges to true progress, but only incremental percentages over previous low numbers of Hispanic students, faculty, and staff.

Additionally, we need more significant appointments to institutional boards. Recent appointments to the University of Texas and University of Houston Boards of Trustees are excellent, but the appointments in this State in no way approximate the percentage of Hispanics in the State. The public, then, is not adequately or fairly represented.

Moreover, many administrators and policymakers, I have come to believe, simply act in bad faith. They do not perceive equity, particularly for Chicanos and Puerto Ricans, as an appropriate consideration.

Philanthropic and corporate foundations reinforce this by giving money to minority concerns predominantly within majority organizations, where Hispanics are unlikely to exercise influence.

These issues of equity and parity are largely ignored in research, for systematic and structural disadvantages facing Hispanic learners and practitioners are so great at all levels of education and so intertwined with the politically powerless status of Hispanics, that neither the nature nor the severity of the disadvantage are fully understood.

The data mentioned here clearly indicate that the condition of Hispanic education is not good. Educators have failed to meet the needs of Hispanic children and many of the key indicators point to a worsening condition, unless major action is undertaken at family, local, State, and Federal levels. If we do not act, we consign our children to continued powerlessness.

Mr. SIMON. Thank you very much. I believe you are the first witness today to mention the Puerto Rican community. I recognize here that we are dealing largely with the Mexican American community. But virtually every statistic that is mentioned for Mexican-Americans is significantly worse for the Puerto Rican community. It is an area that those of us in Congress cannot and must not ignore.

[Prepared statement of Representative Roman Martinez follows:]

PREPARED STATEMENT OF ROMAN MARTINEZ, STATE REPRESENTATIVE, TEXAS LEGISLATURE

Earlier in this century, when Texas maintained "Mexican-only" schools, when Mexican-origin children were counted as white to thwart desegregation, and when school children were punished for speaking Spanish in classrooms, legal barriers to the education of Hispanics were painfully obvious. Today, the barriers at federal, state, and institutional levels have become more subtle, though no less impenetrable. Nearly 15 years of civil rights legislation have not substantially improved the condition of Hispanic education, while, ironically, the prevailing illusion of substantially increased access has forestalled necessary changes in existing systems. Thus, Hispanics find themselves underserved by programs designed to redress inequities and illserved by a popular notion that inequities no longer exist.

According to Department of Education data, Hispanic children attended more segregated schools in 1976 than was even the case in 1970. These data show dramatic national and regional trends, such as that more than two-thirds of all Hispanic students were enrolled in public schools in which 50 percent of the enrollment was minority. Hispanic students are far less likely to complete high school or graduate with their age group than are majority or even most other minority students. Attrition rates show that 1978 high school completion rates for Mexican Americans who were 25 years or older were 34.3 percent in comparison with 67.1 percent for non-Hispanics over 25. The Hispanic students who did remain in school fell behind their classmates until 24 percent of the 14-20 year olds were enrolled two grades behind their classmastes; only 9 percent of white students were 2 years behind their age cohorts.

Bilingual education programs remain inadequate in most states, both in diagnosis of linguistic competence and in provision of bilingual curricula and personnel. Instruments have not been developed to measure the cognitive and English-speaking abilities of linguistic minority children. However, even when Hispanic children are diagnosed as limited-English or non-English proficient, fewer than half are enrolled in bilingual programs. Further, few classrooms have Hispanic teachers; in 1976, less than 3 percent of all public school employees were Hispanic, with nearly as many Hispanic service workers (custodians) as Hispanic teachers.

The failures of school systems to meet the needs of Hispanics are mirrored in postsecondary institutions where issues of limited access, discriminatory employment practices and high attrition disproportionately affect Hispanic students. Although there is a public perception that Hispanic enrollments have greatly increased in recent years, in fact, Hispanic students have neither attained access into a broad range of institutions nor dramatically increased their numbers throughout the system. From 1970 to 1978, Hispanic full-time students increased only from 2.1 percent of the total to 3.5 percent. From 1976 to 1978, this meant an increase of only 5,000 students nationwide. California, which accounts for nealy one-third of all Hispanic enrollments, actually experienced a decline of more than 6,000 Hispanic full-time enrollments in the two year college sector. Distribution data show that the access achieved also has not been widespread. Hispanics are concentrated at the less prestigious and less-well funded institutions, and indeed, in very few institutions.

Two year institutions have increased Hispanic access, but have inherent problems in transfer, part-time faculty, residential programs and funding patterns. Moreover, Hispanic students do not even have full access into open door institutions, as a mere 21 colleges on the mainland enroll 24 percent of all mainland Hispanic students; when the 34 Puerto Rican institutions are included, these 55 colleges enroll 43 percent of all U.S. Hispanic students. Additionally, Hispanic students do not have access to a network of historically Hispanic colleges. Therefore, Hispanic students are extraordinarily concentrated in fewer than 2 percent of the more than 3,100 collegiate institutions in the country, and in institutions that do not have historical missions to serve Hispanic students.

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The policy agenda is an extremely complex call to action, necessitating an increased electoral influence, legislative monitoring, policy analysis, and organized resistance to initiatives and practices that adversely affect Hispanics. For instance, several federal program initiatives have ignored Hispanic demographics, and as a result have predictably failed to improve access for the very group for whom the legislation was intended. In other cases, agencies' failures to make reasonable administrative efforts have worked against Hispanic access. In this fashion, even minority-targeted programs (Minority Bio-medical Sciences, Minority Institutions Science Improvement, Graduate and Professional Opportunities) designed to increase minority science and professional enrollments are targeted towards senior institutions, graduate programs, and minority institutions; inasmuch as these institutions do not enroll significant numbers of Hispanic students, such programs are unlikely to assist Hispanics in any substantial fashion.

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Additionally, we need more significant appointments to institutional boards. Recent appointments to the University of Texas and University of Houston Boards of Trustees are excellent, but the appointments in this state in no way approximate the percentage of Hispanics in the state. The "public," then, is not adequately or fairly represented.

Moreover, many administrators and policymakers, I have come to believe, simply operate in bad faith. They do not perceive equity—particularly for Chicanos and Puerto Ricans—as an appropriate consideration. Philanthropic and corporate foundations reinforce this by giving money to minority concerns predominantly within majority organizations, where Hispanics are unlikely to exercise influence. These issues of equity and parity are largely ignored in research, for systematic and structural disadvantages facing Hispanic learners and practitioners are so great at all levels of education and so intertwined with the politically powerless status of Hispanics that neither the nature nor the severity of the disadvantage are fully understood. The data mentioned here clearly indicate that the condition of Hispanic education is not good. Educators have failed to meet the needs of Hispanic children, and many of he key indicators point to a worsening condition unless major action is undertaken at family, local, state, and federal levels. If we do not act, we consign our children to a continued powerlessness.

STATEMENT OF MIGUEL A. NEVAREZ, PRESIDENT OF PAN AMERICAN UNIVERSITY

Mr. SIMON. Mr. President, we are pleased to have you here, as one of six Hispanic presidents of four-year institutions.

Mr. NEVAREZ. Thank you, Mr. Chairman. Let me first of all congratulate the committee for holding these hearings and let me thank you all for allowing us to testify. I will read my testimony.

Before addressing the state of Hispanic access to higher education, particularly as it relates to Pan American University, let me describe what history has produced in terms of Hispanic education.

According to the 1980 census, only 5.6 percent of Hispanics in Texas have 4 years of college or more. This figure represents a dismal failure when compared to the 9.1 percent for blacks and 20.6 percent for all others. But this is only the tip of the unresolved alienation between education and Hispanics.

Only 20.3 percent of Hispanics in the same population group have completed high school, and even worse, more than half, 51.2 percent, have 8 years or less of education.

Although we are today concentrating on the access to postsecondary education of Hispanic high school graduates, we must keep in mind that they are but a small band of survivors.

In the valley and at Pan American University, we are working to increase the number of Mexican-American students completing high school. Together with representatives from the public schools and from the Texas State Technical Institution and Texas Southmost College, we have launched a coordinated systematic approach to raise the academic achievement of all students in grades K through 16, as a means to increase the number of Hispanic high school and college graduates in our region of the State.

Enrollment of Hispanics in Texas senior colleges and universities demonstrates the long distance we must travel to achieve educational parity. In the fall semester of 1982, 36,666 Hispanics were enrolled in Texas State colleges and universities, an increase of 967 Hispanic students from the 1981 fall semester. This 2.7 percent increase in Hispanic enrollments contrasts to a 4-percent increase in the total enrollment.

At 10.3 percent of enrolled students, we are only halfway to parity, since Hispanics are 21 percent of the total Texas population. To a large extent, Hispanic enrollment statewide, reflects enrollment patterns at Pan American University, which in the fall of 1982 enrolled 18.5 percent of all Hispanic students in Texas public senior colleges and universities.

For example, in the spring semester of 1982, when statewide Hispanic enrollment in Texas public senior colleges and universities dropped by 362, Pan American University enrolled 563 fewer Hispanic students than in the previous spring.

Pan American University, located in Hidalgo County, serves the lower Rio Grande Valley of Texas, which in addition to Hidalgo County, includes Cameron, Willacy, and Starr Counties. The valley is the southmost tip of Texas. In fact, we are so far south that a third of Mexico is north of us. But we are isolated from the rest of the country by more than geography and the King Ranch.

More than 80 percent of the half million people who live in the valley are Hispanic. The valley includes the two poorest SMSA's in the United States. With an unemployment rate of more than 50 percent, and at good times it hovers at 25 percent, Starr County has the unfortunate distinction of leading the Nation in this statistic.

More than 40.5 percent of the valley's population lives below the poverty level. The average educational level of the population 25 years of age or older is 7.8 years.

Given the characteristics of the valley, from which we draw 95 percent of our students, the university feels a moral obligation to maintain an open admissions policy. We have an atypical, nontraditional student body, reflecting the demographic characteristics of the valley.

We have the highest percentage, 77 percent, and the largest number, 7,391, of Mexican American students of any 4-year institution in the United States.

More than 27 percent of Pan American students come from families with an annual income of less than $6,000. An additional 14.9 percent come from families with incomes between $6,000 and $12,000. Neither parent of 74.8 percent of our students graduated from college. The parents of Mexican American students who graduate average 6.2 years of education.

The average ACT composite score for entering freshmen place them in the bottom 5 percent of the enrolled college students, reflecting the fact that only 44 percent pursued a college prep curriculum in high school.

Many of our students do overcome their academic deficiencies. More than 40 percent of our graduates did not, as freshmen, meet the admission requirements of any Texas senior college or university without an open admissions policy.

Pan American could not meet the educational needs of our students without Federal resources. More than 56 percent of our students, both part time and full time, are eligible for need-based financial assistance—81.3 percent of full-time undergraduates actually receive need-based financial assistance.

The average financial aid for 5,099 students is $1,398, about 36 percent of the educational costs of a commuter student at Pan American. More than 62 percent of the full-time undergraduate students receive Pell grants, for an average of $716 per student. Unfortunately, the tables establishing eligibility for title 3 strengthening program competition yield only 4 points for such an average, making it impossible for Pan American to attain the 188 points needed to compete for title 3 funds.

Before 1972, financial aid was limited to students whose ACT scores predicted academic success. Beginning in 1972, all students eligible for financial aid could apply for assistance. In 1971, in anticipation for an increase of academically unprepared students, Federal funds were sought to establish an array of academic support services.

Coinciding with the new financial aid policy, academic support programs were initiated with funds from SSDS, upward bound, high school equivalency program, college assistance migrant program, and title 3. In addition, the student center for social involvement initiated a talent search program. Title 3 provided for funds for the development of programs in counseling, instructional, and curriculum improvement, institutional research, language and linguistic research, developmental studies, bilingual teacher training, career planning and placement, and the establishment of a learning resource center.

A longitudinal study of the 1970 freshman class established the basis for evaluating the array of programs. We did not want the new financial aid policy to just create a large revolving door.

Companion studies for the entering freshman class of 1972 and 1976 revealed that the rate of success and failure remained about the same, although the average freshman ACT composite score dropped from 15.9 in 1970 to 12.6 in 1976. After 5½ years, 24.2 percent of the entering freshmen graduated, 10.5 remain enrolled, 27.8 failed, and 37.4 transferred or withdrew in good academic standing.

We are quite proud of the success of these programs. We have not been a title 3 institution since 1980, but the learning assistance center, established with title 3 funds in 1975, makes it possible for faculty to refer any student to tutoring or counseling.

The center serves 5,000 students annually. It is funded by SSDS 40 percent, formula-generated appropriations 29 percent, and a special State line item appropriation for 31 percent. Over 46 percent of the entering freshmen who receive services enroll for a third year, compared to 18 percent for those who did not receive services. The cost per student served is $96, compared to $229 for Texas and $349 nationally per student receiving similar services.

We are proud of our programs, which have helped access lead to success. During the past 3 years, upward bound has annually enrolled 126 students from area high schools. All of these students have enrolled in postsecondary education and 85 percent continue a second year.

Worthy of special note is the success of our migrant programs. The Valley is the home of the largest concentration of migrant workers in the United States, but they have traditionally been the farthest removed from the American dream.

A third of all our Mexican-American students come from families who are or have been migrant workers. Of the 1,715 students served by HEP; 186 went on to college, 271 went into vocational training, 813 went into jobs outside the migrant stream. Of the 1,588 migrant students served by CAMP since 1972: 23 percent have graduated from Pan American University, 37 percent are currently enrolled. Of those who have graduated: 33 are in a master's program, 9 have earned master's degrees, 5 are in professional school, and 1 received his M.D. in May 1983.

In closing, I would like to return from success to access. The off-campus talent search program was defunded in 1979. Between the fall of 1979 and fall of 1981, the entering freshman enrollment at Pan American dropped 12 percent.

In 1982 and 1983, Pan American received a talent search grant of $85,000. The program contacts approximately 5,500 potential postsecondary students annually and approximately 3,400 receive individualized assistance in applying to institutions of postsecondary education.

Beginning freshman enrollment in spring of 1983 increased by 62 percent, from 409 to 662. Fall 1983 entering freshman enrollment increased over fall 1982 by 7.3 percent, from 1,429 to 1,533.

With continued Federal help, particularly reestablishment of eligibility to compete for title 3 funds, Pan American University will continue to expand its access to success for Hispanic students. Thank you.

Mr. SIMON. Thank you very much. Representative Martinez forgive me for not knowing these things, but how many members are there in the House and the Senate in the state legislature in Texas?

Mr. MARTINEZ. Mr. Chairman, there is 150 Members in the House of Representatives and 31 Members in the Senate.

Mr. SIMON. And of that number, how many are Hispanic by background?

Mr. MARTINEZ. In the House there is only 22 Mexican-Americans, and in the Senate there are four.

Mr. SIMON. And on the education committees of the House and the Senate, do you have Mexican-Americans represented?

Mr. MARTINEZ. On the Public Education Committee there are none. On the Higher Education Committee there are two in the House of Representatives, and in the Senate I am not aware.

Mr. SIMON. It really seems to me that the Public Education Committee in the House, the last thing you need to do is have someone tell you what you need to do in Texas, particularly someone from Illinois, but this is an area where it really becomes significant that there be leadership.

Mr. MARTINEZ. We have tried continously to have a Hispanic sit on the Public Education Committee, but we have not been successful. Hopefully, as we increase in numbers there in the House and as our caucus increases, and although we only have 22 Members of the House that are Mexican-American by origin, we do have a caucus where there are 35 Members, the reason being that a lot of districts have a good significant number of Mexican-Americans in the district. Although the members may not be Mexican-American, yet there is a good percentage of Mexican-Americans in their district, and they will participate in the caucus.

We are getting more and more influence in the House of Representatives, and hopefully the next legislative session we will have someone sit on the Public Education Committee.

Mr. SIMON. I would hope that could be done. I am going to take the liberty of writing a letter to the Speaker of your House.

Mr. MARTINEZ. His name is Speaker Gibb Lewis and we would appreciate that.

Mr. SIMON. I will send him a letter and you will get a copy of it.

Mr. MARTINEZ. Thank you.

Mr. SIMON. Because I think that is extremely important.

Mr. MARTINEZ. I would like a recommendation that I be the one they appoint.

Mr. SIMON. I will let you and him work that out. Can you tell me, Mr. President, about Pan American University? Is it a State university?

Mr. NEVAREZ. Yes, sir. We are State, we have our own individual board. We don't belong to any system. We joined the State. We felt the history of the university was tied in with the public schools and then went into the county. In 1963 we joined the State funding. And since 1963 the enrollment has gone from slightly under 2,000 to right at 10,000 right now.

We have a separate campus, upper level division campus in Brazos, which is upper level and graduate courses with about 1,200 students in the Brazos campus, that warehouses in the Texas Southmost College campus.

The student population, I have already told you——

Mr. **Simon**. Your full-time equivalent, the 10,000 would be what roughly?

Mr. **Nevarez**. About 6,500 FTE's.

Mr. **Simon**. Let me ask another question: Do you feel you are receiving adequate—I don't mean to be putting your friend and colleague on the spot here—are you receiving adequate funding from the State of Texas, relative to other institutions?

Mr. **Nevarez**. Relative to the institutions that have black populations, I don't think we do. The Texas desegregation plan was just approved this past year and there was infusion of funds in both Texas Southern University and Prairie View, which does not match what Pan American has.

In relation to the other universities, well there weren't much funds to go around this last session, so I guess we just got the same as other universities around the State.

But it is very political. The U.T. system is very powerful. I don't have any figures here, you know—there has been many studies about the cost of education in public schools, between poor school district and rich school district. It would be very interesting to look at the cost of higher education in Texas, between the haves and the have-nots in higher education. I would think that per student we would be at the very bottom of the funding.

Mr. **Simon**. Has anyone done a study on—you are an undergraduate school. Is that correct?

Mr. **Nevarez**. No, we have a masters program, both in education——

Mr. **Simon**. You mentioned that. It would be interesting to see, just looking at the undergraduate program, because you would not have a law school or a medical school which do become very expensive, to see what is spent on a per-student basis. I would be interested if anyone has that or if any research is done on that, I would be interested in seeing that.

Mr. **Nevarez**. Well, basically all of the Texas universities are funded through formula funding, depending upon semester hour of production. And that is fairly uniform across everybody, except some programs, as you mentioned, cost more than others.

One semester hour in engineering certainly is more, gets reimbursed higher than a 1 semester hour in liberal arts. Of course for medical school, it is the same thing, where some of the disparity comes in special line items. It depends on your political clout in Austin, to see which special line items get passed and which don't.

Mr. **Simon**. Your political clout is growing here now. Do you have an endowment of any kind of foundation?

Mr. **Nevarez**. We have a Pan American University Foundation that is less than a year old. I think our endowment is probably about $100,000. That is about all. That was the interest that we have in title 3, who has a matching endowment, which we do not qualify to compete for.

Mr. SIMON. That is one of the other questions that I was going to ask. The law, the bill I introduced was just signed just a few months ago by the President that permits that endowment use.

We are thinking in the higher education reauthorization to include an endowment provision that would say to a school like Pan American University, if you raise funds for your endowment, the Federal Government—it would be a formula so that Harvard would not get the same matching dollars as Pan American University—but up to a limited amount, and it would have to be a limited amount, you could get matching funds.

Would this be of significant help to you?

Mr. NEVAREZ. Absolutely. I think that is one of the best ways to try to have the minority institutions start standing on their own two feet, through an endowment, for them to manage an endowment. Instead of constantly a flow of Federal funds to specialized programs, I support that 100 percent, if we could only qualify.

Mr. SIMON. And then let me get into this, which may seem far afield from higher education. But you mentioned the unemployment rate in your district. If the Federal Government would say—and by way of background, if I can say that we have two trends in this country. One is the demand for unskilled labor is going down. The pool of unskilled labor is going up. And since we don't want to let people starve to death, we face the choice of paying people for doing nothing, or paying people for doing something.

If we were to adopt a program where the Federal Government would be the employer of last resort, where we would plant trees and have day care centers and have a program to teach iliterate adults how to read and write and do some constructive things, would that—obviously that would have an impact on the economy of the Valley. Would that have an impact on your institution also?

Mr. NEVAREZ. No question about that. We have—right now we are right on the border with Mexico. The whole valley area, the whole border area from Brownsville, all the way to Juarez and San Diego, was suffering the peso devaluation, and that is one of the biggest reasons for the extremely high unemployment at this point.

But as I mentioned, even in good times it is still around 25 in parts of the valley. Of course something along with that would have to be for those people to have a place to get employed. And, you know, but the employment really does not have to be in the Rio Grande Valley. It could be outside the valley, in areas of higher demand for skilled laborers, like Houston or San Antonio or Dallas. A strong continuing education program is really needed for the adults in our area that are really unemployed.

Mr. SIMON. Mr. Kogovsek?

Mr. KOGOVSEK. Thank you, Mr. Chairman. I appreciate the point that the chairman made in regard to the Texas State Legislature and the fact that there is no one of Mexican American descent on that committee.

I would remind the chairman, however, that our record in Congress isn't any better. I look at the Education and Labor Committee that we serve on and I come up with, I think, one Mexican

American, Mr. Chairman, on the full Education and Labor Committee. That is not your fault nor my fault, but we might have to write a letter to Speaker O'Neill also.

Mr. MARTINEZ. We will do that. You do it for us and we will do it for you.

Mr. KOGOVSEK. Unfortunately, the Education Committees aren't the sexiest committees around. I appreciate the people that are here today, and your interest in education, and your willingness to get on the committee. That is part of our problem in Congress.

A lot of the Mexican Americans who are serving in Congress today, all very qualified people and excellent leaders, have found that sometimes they think they can do more good by being on the Ways and Means Committee, the Agriculture Committee, Appropriations Committee, or whatever, and I am sure that is the case. But I think we can do a better job in Congress in trying to get some minorities on Education and Labor.

Be that as it may, let me turn to page 3, Mr. Martinez, of your testimony, where you indicate in the first paragraph, "additionally Hispanic students do not have access to a network of historically Hispanic colleges." I would assume one of those would be Pan American College that you are speaking of. Is that correct?

Mr. MARTINEZ. Like Pan American, exactly.

Mr. KOGOVSEK. Is that the direction we should be going? I know that you would concur with me when I say that we have to mainstream as many minorities as we possibly can. But I would assume the President would agree that there certainly is a place for colleges that dedicate a lot of their effort to Spanish American heritage, Spanish American studies and so on. Should we be getting involved in that nationwide, or at least in the Southwest, should there be more of those kinds of colleges? I will ask that of either one of you.

Mr. MARTINEZ. I think the reason that Pan American is that type of university is only because of the population that it is within. The population there in the valley in Texas is 85 to 90 percent Mexican American, and that is why the university is like that.

That in no way should mean that we should work at creating other universities of that type. We have got the universities already. We have got Texas University of Texas, Texas A&M, University of Houston. I think we need to work within those systems themselves, to make sure that those systems start recruiting more Mexican American students and also faculty. I think we have to work with what we have got.

Mr. NEVAREZ. I agree with him. I don't think the emphasis should be to create more universities as Pan American. Our first obligation is to our immediate surrounding, and it is 80-percent Hispanic and that is basically the reason it is poor, as I mentioned the economic conditions of our students. They are very much home place bound. They do not have the money, the majority, to go to the U.T.'s and the A&M's. And when U.T. and A&M come to us to recruit them, because of the desegregation plan, they will only want the top students. They are not at all interested in the rest of the students; they want No. 1 and No. 2 students, and they come down with their $20,000 scholarship programs. Those universities need to be more open to other students than the top. We all want the top students, but I think there is a moral obligation to help the other students in there.

Mr. **Kogovsek**. Thank you, Mr. Chairman.

Mr. **Simon**. We thank both of you very, very much for your testimony and your leadership. This concludes our hearing. We thank all of you also for your interest in being here today.

Mr. **Martinez**. We thank you all for your interest in coming to the Southwest.

Mr. **Nevarez**. We thank you very much, Mr. Chairman.

Mr. **Simon**. Thank you.

That concludes our hearing.

[Prepared statement of Miguel Nevarez follows:]

Prepared Statement of Miguel A. Nevarez, President, Pan American University

Before addressing the state of Hispanic access to higher education, particularly as it relates to Pan American University, let me describe what history has produced in terms of Hispanic education. According to the 1980 census, only 5.6 percent of Hispanics in Texas have four years of college or more. This figure represents a dismal failure when compared to the 9.1 percent for Blacks and 20.6 percent for all others, but this is only the tip of the unresolved alienation between education and Hispanics. Only 20.3 percent of Hispanics in the same population group have completed high school, and even worse, more than half, 51.2 percent, have eight years of or less of education. Although we are today concentrating on the access to postsecondary education of Hispanic high school graduates, we must keep in mind that they are but a small band of survivors. In the Valley, and at Pan American University, we are working to increase the number of Mexican-American students completing high school. Together with representatives from the public schools and from Texas State Technical Institute and Texas Southmost College, we have launched a coordinated and systematic program to raise the academic achievement of all students in grades K through 16 as the means to increase the number of Hispanic high school and college graduates in our region of the State.

Enrollment of Hispanics in Texas senior colleges and universities demonstrates the long distance we must travel to achieve educational parity. In the fall semester of 1982, 56,666 Hispanics were enrolled in Texas state colleges and universities, an increase of 967 Hispanic students from the 1981 fall semester. This 2.7 percent increase in Hispanic enrollments contrasts to a 4.0 percent increase in total enrollment. At 10.3 percent of enrolled students, we are only halfway to parity since Hispanics are 21 percent of the total Texas population. To a large extent, Hispanic enrollment statewide, reflects the enrollment patterns of Pan American University, which in Fall 1982 enrolled 18.5 percent of all Hispanic students in Texas public senior colleges and universities. For example, in the spring semester of 1982, when statewide Hispanic enrollment in Texas public senior colleges and universities dropped by 362 students, Pan American University enrolled 563 fewer Hispanic students than during the previous spring.

Pan American University, locate in Hidalgo County, serves the Lower Rio Grande Valley of Texas which, in addition to Hidalgo, includes Cameron, Willacy, and Starr Counties. The Valley is the southmost tip of Texas; in fact, we are so far south that a third of Mexico is north of us. But we are isolated from the rest of the country by more than geography and the King Ranch. More than 80 percent of the half million people who live in the Valley are Hispanic. The Valley includes the two poorest SMSA's in the United States. With an unemployment rate of more than 50 percent—in good times it hovers at 25 percent—Starr County has the unfortunate distinction of leading the nation in that statistic. More than 40.5 percent of the Valley's population lives below the poverty level; the average education level of the population 25 years of age or older is 7.8 years.

Given the characteristics of the Valley, from which we draw 95 percent of our students, the University feels a moral obligation to maintain an open admissions policy. We have an atypical, non-traditional student body reflecting the demographic characteristics of the Valley. We have the highest percentage (77 percent) and the largest number (7,391) of Mexican American students of any four-year institution in the United States. More than 27 percent of Pan American students come from families with an income of less than $6,000. An additional 14.9 percent come from families with an income of between $6,000 and $12,000. Neither parent of 74.8 percent of our students graduated from college; the parents of Mexican-American students who graduate average 6.2 years of education. The average ACT composite score of entering freshmen places them in the bottom 5 percent of enrolled college students, reflecting the fact that only 44 percent pursued a college prep curriculum in high school. But many of our students do overcome their academic deficiencies. More than 40 percent of our graduates did not, as freshmen, meet the admission requirements of any Texas senior college or university without an open admissions policy.

Pan American could not meet the educational needs of our students without federal resources. More than 56 percent of our students, both part-time and full-time, are eligible for need-based financial assistance, and 81.3 percent of full time undergraduates actually receive need-based financial assistance. The average financial aid for 5,099 students is $1,398, about 36 percent of the educational costs for a commuter student at Pan American. More than 62 percent of full-time undergraduate students receive Pell Grants, for an average of $716 per student. Unfortunately, the tables establishing eligibility for Title III Strengthening Program competition yield only 4 points for such an average, making it impossible for Pan American to attain the 188 points needed to compete for Title III funds.

Before 1972, financial aid was limited to students whose ACT scores predicted academic success; beginning in 1972 all students eligible for financial aid could apply for assistance. During 1971, in anticipation of an increase in academically underprepared students, federal funds were sought to establish an array of academic support services. Coinciding with the new financial aid policy, academic support programs were initiated with funds from SSDS, Upward Bound, High School Equivalency Program, College Assistance Migrant Program, and Title III. In addition, the Student Center for Social Involvement initiated a Talent Search Program. Title III provided funds for the development of programs in counseling, instructional and curriculum improvement, institutional research, language and linguistics research, developmental studies, bilingual teacher training, career planning and placement, and the establishment of a Learning Resource Center. A longitudinal study of the 1970 freshman class established the basis for evaluating the array of programs; we did not want the new financial aid policy to just create a large revolving door. Companion studies of the entering freshman classes from 1972 to 1976 revealed that the rate of success and failure remained about the same, although the average freshman ACT composite score dropped from 15.9 in 1970 to 12.6 in 1976. After 5½ years, 24.2 percent of entering freshmen graduate, 10.5 percent remain enrolled, 27.8 percent fail, and 37.4 percent transfer or withdraw in good academic standing.

We are quite proud of the success of these programs. We have not been a Title III institution since 1980, but the Learning Assistance Center, established with Title III funds in 1975, makes it possible for faculty to refer any student to tutoring or counseling. The Center serves 5,000 students annually; it is funded by SSDS (40 percent), formula-generated appropriations (29 percent), and a special state line item appropriation (31 percent). Over 46 percent of entering freshman who receive services enroll for a third year compared to 18 percent for those who do not receive services. The cost per student served is $96 compared to $229 for Texas and $349 nationally per student receiving similar services.

We are proud of our programs, which have helped access lead to success. During the past three years, Upward Bound has annually enrolled 126 students from area high schools. All of these students have enrolled in postsecondary education; 85 percent continue a second year. Worthy of special note, is the success of our migrant programs. The Valley is the home of the largest concentration of migrant workers in the United States, and they have traditionally been the farthest removed from the American Dream. A third of all our Mexican American students come from families who are, or have been, migrant workers. Of the 1,715 students served by HEP, 186 went on to college, 271 went into vocational training, and 813 went into jobs outside the migrant stream. Of the 1,588 migrant students served by CAMP since 1972, 23 percent have graduated from Pan American University and 37 percent are currently enrolled. Of those who have graduated, 33 are in a Master's program, 9 have earned Master's degrees, five are in professional schools, and one received his M.D. in May, 1983.

In closing, I would like to return from success to access. The off-campus Talent Search Program was defunded in 1979; between Fall 1979 and Fall 1981, the entering freshman enrollment at Pan American dropped 12 percent. In 1982-83 Pan American received a Talent Search grant of $85,000. The program contacts approximately 5,500 potential postsecondary students annually, and approximately 3,500 receive individualized assistance in applying to institutions of post-secondary education. Beginning freshman enrollment in Spring 1983 increased by 62 percent, from

409 to 662. Fall 1983 entering freshman enrollment increased over fall 1982 by 7.3 percent, from 1,429 to 1,533. With continued federal help, particularly reestablishment of eligibility to compete for Title III funds, Pan American University will continue to expand its access to success for Hispanic students.

[Material submitted for inclusion in the record follows:]

Board of Education,
Houston Independent School District,
Houston, Tex., January 5, 1984.

Congressman Paul Simon,
Chairman, Committee on Education and Labor, House of Representatives, Cannon House Office Building, Washington, D.C.

Dear Congressman Simon: I want to thank you for your interest in the educational status of Hispanics in the U.S. Your efforts are the only such efforts that I am aware of in this country. As an individual who is committed to improving the educational status of Hispanics in Houston, I commend you for bringing attention to this issue.

It was a pleasure to have the opportunity to testify before your committee. Those of us who are involved in the role of policy making in public education are all too aware that not only must the public be aware of what our needs are, but also be willing to let us know that what they want is a literate society.

I am enclosing for your information the 1982 fall survey of pupils in membership in the state of Texas. The 1983 fall survey will not be available until the latter part of January. You will note that for the first grade class, American Indian makes up 329 or 0.1 percentage. Asian or Pacific Islander makes up 4,102 or 1.7 percentage. Black student membership makes up 36,538 or 14.5 percentage. Hispanic student membership makes up 83,535 or 33.4 percentage. White students make up 125,923 or 50.3 percentage of the total first grade membership.

Of the total statewide Pre-K to 12th grade membership, the American Indian membership is 4,333 or 0.1 percentage. Asian or Pacific Islander membership makes up 43,120 or 1.5 percent. Black student membership makes up 439,586 or 14.7 percent. Hispanic student membership makes up 853,304 or 28.6 percent, and the white student membership makes up 1,645,316 or 55.1 percent for a total statewide membership of 2,985,659 students.

I hope this information will be useful to you. I conclude with my remarks for your greatly needed effort.

Sincerely,

Augustina (Tina) Reyes.

SPC030-5 1982 FALL SURVEY OF PUPILS IN MEMBERSHIP 81
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	AMERICAN INDIAN MEMBERSHIP	PCT	ASIAN OR P ISL MEMBERSHIP	PCT	BLACK, NOT HISP MEMBERSHIP	PCT	HISPANIC MEMBERSHIP	PCT	WHITE, NOT HISP MEMBERSHIP	PCT	TOTAL MEMBERSHIP	PCT	REGULAR MEMBERSHIP	PCT	SPECIAL ED MEMBERSHIP	PCT
PK M	18	.3	51	.7	1,553	22.0	2,131	30.3	3,283	46.7	7,036	56.5				
F	11	.2	37	.7	1,266	23.4	1,969	36.4	2,124	39.3	5,407	43.5				
TOTAL	29	.2	88	.7	2,819	22.7	4,100	33.0	5,407	43.4	12,443		0	.0	12,443	100.0
K M	140	.1	1,735	1.7	15,129	14.2	33,945	32.0	55,059	52.0	106,008	51.2				
F	154	.2	1,488	1.6	14,898	14.8	32,662	32.4	51,770	51.2	100,972	48.8				
TOTAL	294	.1	3,223	1.6	30,027	14.5	66,607	32.2	106,829	51.6	206,980		198,641	96.0	8,339	4.0
01 M	173	.1	2,170	1.7	19,205	14.5	43,702	33.2	66,523	50.5	131,773	52.6				
F	156	.1	1,932	1.7	17,333	14.6	39,833	33.6	59,400	50.0	118,654	47.4				
TOTAL	329	.1	4,102	1.7	36,538	14.5	83,535	33.4	125,923	50.3	250,427		228,079	91.1	22,348	8.9
02 M	172	.1	2,024	1.6	17,238	14.0	39,619	32.3	63,824	51.9	122,877	51.8				
F	150	.1	1,853	1.7	16,162	14.1	37,170	32.5	58,940	51.6	114,275	48.2				
TOTAL	322	.1	3,877	1.7	33,400	14.1	76,789	32.4	122,764	51.8	237,152		214,053	90.3	23,099	9.7
03 M	183	.2	2,007	1.6	16,857	14.2	37,588	31.5	62,588	52.5	119,223	51.6				
F	130	.1	1,763	1.6	16,295	14.5	35,613	31.8	58,138	52.0	111,939	48.4				
TOTAL	313	.1	3,770	1.6	33,152	14.3	73,201	31.7	120,726	52.2	231,162		207,245	89.7	23,917	10.3
04 M	182	.2	1,962	1.6	17,177	14.3	37,161	30.9	63,603	53.0	120,085	51.5				
F	[illegible]	.1	1,823	1.7	16,602	14.6	35,100	31.0	59,510	52.6	113,[illegible]	48.5				
TOTAL	343	.1	3,785	1.7	33,779	14.4	72,261	31.2	123,112	52.8	233,260		210,035	90.0	23,225	10.0
05 M	165	.1	1,855	1.5	17,752	14.5	35,898	29.2	67,390	54.7	123,060	51.4				
F	165	.1	1,792	1.6	16,913	14.5	34,430	29.6	62,932	54.2	116,232	48.6				
TOTAL	330	.1	3,647	1.5	34,665	14.5	70,328	29.4	130,322	54.5	239,292		215,950	90.2	23,342	9.8
06 M	172	.1	1,715	1.4	18,234	14.0	36,340	27.9	73,996	56.7	130,457	51.3				
F	160	.1	1,637	1.3	17,776	14.5	34,699	28.4	68,829	55.9	123,101	48.7				
TOTAL	332	.1	3,352	1.3	36,010	14.2	71,039	28.1	142,825	56.2	253,558		2[illegible]	91.6	21,143	8.4
07 M	199	.2	1,746	1.3	17,708	13.6	36,075	27.7	74,405	57.2	130,133	51.8				
F	154	.1	1,534	1.3	16,914	13.9	33,458	27.6	69,159	57.1	121,219	48.2				
TOTAL	353	.1	3,280	1.3	34,622	13.8	69,533	27.7	143,564	57.1	251,352		231,588	92.1	19,764	7.9
08 M	177	.1	1,713	1.3	16,338	13.6	32,305	26.9	69,651	57.9	120,182	51.1				
F	155	.1	1,429	1.3	16,233	14.1	30,651	26.7	66,506	57.8	114,975	48.9				
TOTAL	333	.1	3,142	1.3	32,571	13.8	62,956	26.8	136,157	57.9	235,157		217,198	92.4	17,959	7.6
09 M	224	.2	1,779	1.4	18,904	14.9	35,040	27.7	70,536	55.8	126,483	51.8				
F	216	.2	1,534	1.3	17,979	15.3	31,931	27.1	65,998	56.1	117,658	48.2				
TOTAL	440	.2	3,313	1.3	36,883	15.1	66,971	27.4	136,534	55.9	244,141		226,120	92.6	18,021	7.4
10 M	164	.2	1,556	1.4	16,406	15.0	26,759	24.5	64,274	58.9	109,159	51.5				
F	163	.2	1,293	1.2	15,550	15.2	25,163	24.5	60,457	58.9	102,626	48.5				
TOTAL	327	.2	2,849	1.3	31,956	15.1	51,922	24.5	124,731	58.9	211,785		197,044	93.0	14,741	7.0
11 M	141	.1	1,474	1.6	15,007	15.6	21,766	22.6	57,880	60.1	96,268	51.0				
F	151	.2	1,152	1.2	14,794	16.0	20,896	22.6	55,347	60.0	92,340	49.0				
TOTAL	292	.1	2,626	1.4	29,801	15.8	42,662	22.6	113,227	60.1	188,608		176,547	93.6	12,059	6.4
12 M	169	.2	1,305	1.0	16,142	16.7	22,240	21.7	58,805	58.4	102,445	53.5				
F	133	.1	971	1.1	14,191	16.0	19,302	21.7	54,272	61.1	88,869	46.5				
TOTAL	296	.1	[illegible]	1.1	30,333	17.6	41,542	21.7	114,077	59.7	191,316		179,806	94.0	11,510	6.0
AL M	2,273	.1	22,882	1.5	226,680	14.7	440,227	28.5	852,134	55.2	1,544,196	51.7				
F	2,060	.1	20,238	1.4	212,906	14.8	413,077	28.7	793,182	55.0	1,441,463	48.3				
TOTAL	4,333	.1	43,120	1.5	439,586	14.7	853,304	28.6	1,645,316	55.1	2,985,659		2,733,749	91.6	251,910	8.4

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[Whereupon, at 12:48 p.m., the hearing was adjourned.]

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HISPANIC ACCESS TO HIGHER EDUCATION

MONDAY, DECEMBER 12, 1983

House of Representatives,
Subcommittee on Postsecondary Education,
Committee on Education and Labor,
Chicago, Ill.

The subcommittee met, pursuant to call, at 9:55 a.m., at St. Augustine College, Chicago, Ill., Hon. Paul Simon presiding.

Members present: Representative Simon and Resident Commissioner Corrada.

Staff present: William Blakey, subcommittee counsel; Diane Schacht, subcommittee staff; and John Dean, Republican assistant counsel.

OPENING STATEMENT OF HON. PAUL SIMON, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF ILLINOIS

Mr. Simon. The hearing will come to order.

This is the seventh in a series of hearings that we have held, the first time hearings have been held in the history of U.S. Congress on the whole question of Hispanic access to higher education.

What we're going to be doing is using this information to write the Higher Education Reauthorizing Act. I will be introducing that sometime around the first of February. Sometime around May we hope that that can pass the U.S. Congress.

We face a very real problem in the Hispanic community. The statistics indicate that we simply do not have the percentage of Hispanics graduating from high school that we should have, and we do not have the percentage going on to college that we should have.

I might add that this problem is a special problem in the Chicago community, in that there are fewer role models in Government for the Hispanic community than in any other community in the Nation, where there is this substantial an Hispanic population.

While there are over 500,000 in the Greater Chicago area, you have one Hispanic in the State legislature, one Hispanic in the Chicago City Council, so that the people who can speak up for the needs of the Hispanic community are too often not in positions of responsibility, where I think more of them ought to be.

We've had an excellent series of hearings, and I'm pleased to come to my home State for this final hearing.

Before I call on my colleague for opening remarks, let me introduce—to my right is William Blakey, who is the counsel for our subcommittee, and also the chief of staff for our subcommittee staff. To the left of Representative Corrada is Diane Schacht, of his staff, who has also been very helpful; and over there on the right, writing very diligently is John Dean, who heads the minority staff, and we're pleased to have him here with us today also.

Before we proceed further, let me call on my colleague, Baltasar Corrada, and let me express for the record here my appreciation for the contribution he has made, not only in the area of higher education now, and not only in bilingual education, but in a very substantial contribution in a host of areas.

Baltasar Corrada has turned out to be a very significant leader in the U.S. House of Representatives. The people of the Commonwealth of Puerto Rico have been well served, but not simply the people of the Commonwealth of Puerto Rico. The people of our whole Nation have been well served by my colleague, Baltasar Corrada, and I'm pleased to welcome him here to this hearing.

OPENING STATEMENT OF HON. BALTASAR CORRADA, RESIDENT COMMISSIONER OF THE COMMONWEALTH OF PUERTO RICO

Mr. CORRADA. Thank you very much, Paul.

Chairman Simon, ladies and gentlemen, it is a pleasure for me to be here in Chicago, to join Chairman Paul Simon for the fourth in a series of hearings regarding the access of Hispanics to postsecondary education.

As the sole representative before the U.S. Congress of the 3.2 people residing in Puerto Rico, and vice-chairman of the Congressional Hispanic Caucus, I am committed to insuring full participation for Hispanic Americans in all facets of our democratic society.

In this quest for equality, education serves a major priority; for education is the building block from which each of us launches a career, and the resource we draw upon throughout our lives to achieve competence and excellence among our peers.

I am proud to share this stage today with my good friend and colleague, Paul Simon, whose dedication to the goals of equality of opportunity to all have made him a strong leader in the U.S. Congress. Paul Simon's influence on Federal eduational policy is not only attributable to his position as chairman of the Subcommittee on Postsecondary Education in the House. It also reflects his broad perspective of the role of America in today's world, and his deep commitment to equality of educational opportunity.

I am particularly impressed with the investment of time and effort that Paul Simon has made to investigating the status of Hispanic Americans in our educational system.

Today's hearings, which mirror similar activities already held in Puerto Rico, Houston, Los Angeles, and Washington, D.C., will be instrumental in the development of legislation to remove barriers of entry, and retention problems which particularly plague the Hispanic population seeking postsecondary education.

While this has been a recognized matter of concern for some time among Hispanics, Paul Simon has focused in on the roots of the problem, and provided a forum for close scrutiny of causes and possible solutions.

Paul, I'm confident that I speak for Hispanic Americans throughout the country, from Los Angeles to New York, to Puerto Rico, to Chicago, as we meet in this impressive innovative institution of St.

Augustine; when I express to you my gratitude for having given Hispanic education the attention it deserves.

And I want all of you here to know that Paul Simon will not let this matter rest at conclusion of these hearings. I can assure you that he will follow through with concrete innovative legislative proposals to address the concerns we will hear about today.

This morning's program promises to provide a comprehensive report on the realities of postsecondary experience for Hispanic Americans. We will look into linkages between postsecondary and secondary education, as well as between postsecondary and vocational education.

We will examine how student aid programs and student services could be better adapted for a population of students from statistically lower income, less educated families. We will listen to organizations which deal firsthand with students in their struggle to balance higher learning with economic survival, and we will learn about the need to improve the record of participation of Hispanic Americans on the graduate and professional degree level.

Once again I thank my colleague, Chairman Paul Simon, for scheduling these timely hearings, and look forward to the enlightening and interesting testimony of the witnesses.

Thank you, Mr. Chairman.

Mr. SIMON. Thank you, Mr. Corrada.

We're pleased to have, for opening remarks, Father Carlos Plazas, the president of St. Augustine College.

[Opening statement of Congressman Corrada follows:]

OPENING STATEMENT BY HON. BALTASAR CORRADA, RESIDENT COMMISSIONER, PUERTO RICO

Good morning ladies and gentlemen.

It is a pleasure for me to be here in Chicago to join Chairman Paul Simon for the fourth in a series of hearings regarding the access of Hispanics to Postsecondary Education. As the sole representative before the U.S. Congress of the 3.2 million people residing in Puerto Rico, and Vice-Chairman of the Congressional Hispanic Caucus, I am committed to insuring full participation for Hispanic-Americans in all facets of our democratic society. In this struggle for equality, education deserves a major priority—for education is the building block from which each of us launches a career, and the resource we draw upon throughout our lives to achieve competence and excellence among our peers.

I am proud to share this stage with my good friend and colleague, Paul Simon, whose dedication to the goals of equality of opportunity to all have made him a strong leader in the Congress. Paul Simon's influence on federal education policy is not only attributable to his position as Chairman of the Subcommittee on Postsecondary Education; it also reflects his broad perspective on the role of America in today's world and his deep commitment to equality of educational opportunity.

I am particularly impressed with the investment of time and effort that Paul Simon has made to investigating the status of Hispanic-Americans in our educational system. Today's hearings, which mirror similar activities already held in Puerto Rico, Houston, Los Angeles, and Washington, D.C., will be instrumental in the development of legislation to remove barriers of entry and retention problems which particularly plague the Hispanic population seeking postsecondary education. While this issue has been a recognized matter of concern for some time, Paul Simon has focused in on the roots of the problem and provided a forum for close scrutiny of clauses and possible solutions.

Paul, I am confident that I speak for Hispanic-Americans throughout the country, from Los Angeles to New York to Puerto Rico to Chicago at this impressive, innovative institution of St. Augustine's, when I express to you my gratitude for having given Hispanic education the attention it deserves. And I want all of you here to know that Paul Simon will not let this matter rest at the conclusion of these hearings—I can assure you that he will follow through with concrete, innovative legislative proposals to address the concerns we will hear about today.

This morning's program promises to provide a comprehensive report on the realities of the postsecondary experience for Hispanic-Americans. We will explore linkages between Postsecondary and Secondary education, as well as between Postsecondary and Vocational education. We will examine how student aid programs and student services could be better adapted for a population of students from statistically lower income, less educated families.

We will hear from organizations which deal first hand with students in their struggle to balance higher learning with economic survival, and we will learn about the need to improve the record of participation of Hispanic-Americans on the graduate and professional degree level.

Once again, I thank my colleague, Chairman Paul Simon, for scheduling these timely hearings, and look forward to enlightening and interesting testimony from the witnesses.

STATEMENT OF FATHER CARLOS PLAZAS, PRESIDENT, ST. AUGUSTINE COLLEGE

Father PLAZAS. Honorable Paul Simon, Chairman of the Subcommittee on Postsecondary Education, Honorable Baltasar Corrada del Rio, representative for Puerto Rico, ladies and gentlemen, welcome to St. Augustine College.

It is a privilege for us to be the host of this public hearing on Hispanic access to higher education. Precisely, St. Augustine College was created 3 years ago to increase the access to higher education.

It was sponsored by the Episcopal Diocese of Chicago, and led to the creation of the first bilingual institution of higher education to meet educational needs of Hispanic adults.

The studies have consistently shown that Hispanics are underrepresented in American postsecondary institutions. Moreover, the recent report prepared by the American Council on Education indicates a decline in the Hispanic gains obtained in the access and achievement since the early 1970's.

Ten years before the National Commission made this appeal, a group of Hispanics involved in community, education, and professional work in Chicago expressed their concerns for the inaccessibility of the American system of higher learning to Hispanics, and for the consequences of this inaccessibility in the national economy and in the international preeminence of this country. They observed that the Hispanics were growing very fast in this Nation but that there was no parallel between their demographic growth and their educational advancement.

They also observed that the international competitors of the United States were penetrating the market of Latin American countries through trained Hispanic individuals, while the United States appeared to be unaware of the Hispanic manpower to permeate the market into its immediate neighbors. Probably it was because the Hispanics did not have the knowledge and the skills demanded by the American business and industry. On the other hand, it did not seem to be of interest and nationally visible in analyzing the educational problems of the Hispanic community.

Today we are very pleased to see that there is such an interest in the Hispanic access to higher education, and we are very glad to have the Subcommittee on Postsecondary Education, chaired by Congressman Paul Simon, discussing this crucial issue in this place that has a history for that cinematographic industry of the United States, and for the Hispanic access to higher education.

The U.S. motion picture industry began in this building about 70 years ago. It was also in this building that St. Augustine College, the first bilingual institution of higher education in the midwest opened its doors in 1981.

Welcome, again, to St. Augustine College.

Mr. SIMON. We thank you very, very much, Father Plazas, not only for your welcome and your hospitality, but we thank you for your leadership. What you're doing here is extremely important to the hopes and aspirations of a great many people in this area, and we thank you for what you're doing.

I believe Senator Newhouse is not here yet. I would next like to call on a panel; Jose Hernandez, of the Latino Institute, and Sylvia Herrera, the assistant vice president for Hispanic Affairs of DePaul University; if they could take the chair right here.

If you could come right down here to the witness chair.

STATEMENT OF DR. JOSE HERNANDEZ, LATINO INSTITUTE, CHICAGO, ILL.

Dr. HERNANDEZ. Good morning. My name is Jose Hernandez.

Mr. SIMON. I'm sorry to interrupt you. For these witnesses, and all future witnesses, if you wish to enter your full statement in the record, we can do that, and then you can summarize, or you can proceed as you wish. Let me also state for the record that we want to enter in, at the end of the hearings, the statements made in Los Angeles by a number of people on this whole question of access on the part of the Hispanic community to higher education. They will be added at the end of this hearing.

Forgive me for interrupting you, Mr. Hernandez.

Dr. HERNANDEZ. That's quite all right.

Good morning. My name is Jose Hernandez. I have brought a written version of my testimony, which has the technical detail of the research that I will briefly summarize.

I am employed as the research director of the Latino Institute, a nonprofit organization, located here in Chicago. The Latino Institute seeks to empower individuals and groups committed to obtaining a fair share of the public and private resources required to improve the quality of life of the Latino community in Chicago.

We use the term "Latino" to designate local residents of Mexican, Puerto Rican, Cuban, and other Central or South American origin.

The Latino Institute's research division has as its principal objective to generate factual information concerning social, economic, political, health, housing, and educational conditions in the Latino community, with special reference to issues of public policy and program participation.

We have a quarterly publication called LIDER, which presents the results of our work. We also publish a monograph series, most of which has been prepared by authors not employed by the institute. It is from these publications that I will draw the first information to be presented.

First, we have completed an update of Chicago's Latino community, which estimates a current total of 525,000 persons, or 17 percent of the city's population, and some 782,000 persons, or 10 percent of the combined Chicago-Gary metropolitan area. The median age of this population is 22 years, which means that at least half are at life's stage when education is a matter of principal concern.

Enrollment data for recent years show rapid increases, but this growth is largely attributable to the natural expansion of a very young population that also attracts many Latinos from other places in the United States and outside our national borders.

On a population basis, Latinos make up only 4 percent of the Chicago-Gary metropolitan area's college enrollment, and only 2 percent of college graduates. In 1980, only 9 percent of the Chicago City college enrollment was Latino. In both instances, these percentages were about half of the Latino's share of the population, using the 1983 criteria that I have just explained.

In comparison, the non-Latino share of college enrollment remains close to, or greater than the percentage of non-Latinos in the metropolitan and city population.

Aside from institutional problems of access to postsecondary education, a major factor in these low rates of enrollment remains the high rate of attrition from secondary education, estimated at 43 percent for Chicago in 1980.

In terms of human resources for the adult labor market, the consequences include the fact that only 5 percent of Chicago's Latino population are college graduates, compared with 8 percent among blacks and 17 percent among whites.

The earnings received by adult Latinos in Chicago were linked to their educational background in a recent Latino Institute project. We found a significant income gap, to the extent that the average Latino college graduate earned about the same money as a white high school graduate in 1980.

Part of the gap is attributable to differences of age and experience between these two groups, but the evidence clearly suggests a major portion of the income gap is explained by preferential hiring and promotional practices, and access to higher paid jobs through contacts and influence.

One conclusion is that postsecondary education is not sufficient in itself to assure Latinos equity in the opportunity system. Another conclusion, relevant to this hearing, is that postsecondary education may not be viewed by Latino youth as leading to economic success.

If a Latino college graduate earns about the same as a white high school graduate in Chicago, do the effort and expense of gaining a postsecondary education make sense?

We at the Latino Institute believe the answer is yes, and that in addition to the opening in the opportunity system efforts must be made to improve the quality of postsecondary education, so as to better prepare Latinos for future careers at the professional and technical levels of the labor market.

In 1982, before my appointment at the Latino Institute, I was employed as a research consultant by the Hispanic Alliance of DePaul and Loyola Universities and Mundelein College in Chicago. I completed the data analysis, and wrote most of the report on a study of the transition from the secondary to postsecondary education among Latinos in this city.

The current coordinator of the Hispanic Alliance is Sylvia Herrera, who follows me as a speaker, and will be presenting a summary of the results of the study just mentioned.

I refer to the Hispanic Alliance research because, as an independent scholar, I later completed a detailed analysis of the high school data, which has a direct bearing on today's hearing. My analysis used the results of a questionnaire survey of 777 Latino seniors from six public and six Catholic high schools in Chicago, having more than 30 percent Latino enrollment in 1982.

I used the multivaried correlation method to determine why certain of the Latino seniors continued on to college while others did not. Being admitted to college was considered the criterion of successful passage from secondary to postsecondary education. This implied having the intention to go to college, becoming informed about college, taking the SAT or ACT tests, and submitting at least one application for admission.

About 84 percent of the Latino seniors in the class of 1982 had some intention or readiness to attend college, but 54 percent had taken the standardized tests and sought admission, which shows a high rate of motivation by any standard; and only 42 percent had received a letter of admission by April 1982, when the survey was taken.

Among the factors accounting for differences in access to postsecondary education, by far the most significant was the grade point average, or GPA, obtained in high school. Those having above average GPA scores had a much better chance of entry to college than the many who were concentrated at the C through B grade level.

As a group, the Latino seniors had a mean score of 2.8 on a 4. scale, or the equivalent of a B-minus, which is lower than average by most criteria, especially when we consider that these students were the survivors of a high rate of attrition from high school.

Since there is no evidence to indicate a lower than average level of natural ability, I assumed that the low GPA scores reflected institutional problems in such aspects as curriculum and the learning environment. This assumption was partially corroborated by the fact that the second most influential factor in access to college were the subject matters taken or not taken, as part of the high school course work; in particular, a general lack of physics, chemistry, and algebra II distinguished those who merely intended to attend college from those who actually gained entry.

Supplementary information from interviews with counselors, parents, and the students themselves clearly indicated that most Latino students were encouraged to take a curriculum limited to a survey course called "earth science", and either general mathematics—mostly arithmetic or prealgebra. Obviously, these were not subjects typical of a college preparatory curriculum.

The overall insight gained from the interviews was that school personnel did not expect Latino students to be college bound and generally acted according to these expectations. For example, only a small percentage of the Latino seniors actually received individualized counselling related to college entry.

Minor differences in access to college included having attended only one high school throughout secondary education, and graduating in the usual sequence of grade attainment; that is at ages 17 or 18. This shows that disruptions caused by transfers and delays commonly resulting from being left back a year or more in the school system, were a decidedly negative factor in access to postsecondary education.

Other research has shown that transfers and delays have been a major reason for attrition from high school among Puerto Rican students throughout the United States, and by implication, a major barrier to college entry.

Perhaps the most significant finding of my analysis was that none of the personal attributes of the Latino seniors had any significant influence on access to postsecondary education. In other words, it did not make a difference if the student was a man or a woman, Mexican, Puerto Rican, or of other national origin; whether the student was English or Spanish speaking; whether or not the parents had a secondary or postsecondary education; and whether they were employed in jobs different from the routine manual occupation typical of the Latino labor force in Chicago.

Another surprising discovery was a lack of significant difference between students attending public and those attending Catholic high schools. These results partly derived from the homogeneous characteristics of the student survey. The schools and their students were situated in neighborhoods with a high percentage of Latino residents, often implying a fairly uniform lower class status.

One of the personal characteristics was significantly related to the intention and readiness to go to college, however, but had little or no influence on admission to college; that was the student's financial ability to pay for college's expenses, as measured by their employment during high school, their savings for college, and their parents' willingness to contribute to the cost of attending college.

This finding suggests that having some economic resource influences the process of deciding whether or not to take the standardized tests and apply for admission to college. In other words, students perceiving a lack of financial ability were much more typical of those lacking the intention to attend college, and those having a vague intention of applying for admission sometime in the future, following a stretch of military service or full time employment.

In conclusion, the principal barriers to entering postsecondary education were found to be the high school learning environment and curriculum, transfers and delays in secondary education, and the student's financial ability to pay for college expenses. Of little or no importance were gender, nationality, language, parent's education and occupation, and the type of high school attended.

As a last item of testimony, I will refer to a book which I have written, entitled "Puerto Rican Youth Employment", to be released shortly by Waterfront Press. The information is for the entire United States, and limited to the Puerto Rican subgroup of the Latino population. However, the research for this book was completed very recently, and has a direct bearing for the topic of this hearing today. It was based on original tabulations of Federal data sources from 1960 to 1976, and was oriented to answer basic questions regarding the transition from school to established careers among Puerto Ricans, aged 24 to 31 years, at the various dates considered.

Relative to the topic of this hearing are the findings on educational attainment and its significance for different paths to occupational placement in American society. Generally speaking, no significant improvement was found, from 1960 to 1976, in the educational completion rates of Puerto Ricans; that is, beyond advances basic to the total U.S. population. In fact, the percentage of Puerto Ricans with a college degree was about the same in 1976 as it had been in 1960, and represented only a small fraction of this group's adult population. However, from 1970 to 1976 there was some evidence of an increased access to postsecondary education at levels lower than the 4-year traditional college degree.

Unfortunately, the data did not distinguish among technical schools, junior college, and certificate studies, and incomplete attendance at 4-year institutions of higher learning.

The occupational data revealed a similar lack of mobility during the period considered. In 1976, most of Puerto Rican youth were still engaged as factory operatives, or workers in routine manual jobs that were low pay and offered little or no opportunity for career advancement. However, there was some evidence of a minor change in the direction of skilled manual work; lower level office jobs and attendant functions in organizations of institutionalized care. Typical of this trend were laboratory technicians, dyesetters, bank tellers, file clerks, and hospital aides. When related to the educational data, it was apparent that these career lines, were typical of Puerto Rican youth who had 1 to 3 years of postsecondary education. Puerto Ricans with a full college education of 4 years or more were mainly clustered in professional services in public administration; secondarily, in finance and business.

But within these general activity lines, the specific jobs held by Puerto Ricans were low in both income and social prestige. Typical career lines included elementary school teacher, social worker, the clergy, personnel and labor relations workers and such clerical work as attendants in the U.S. Postal Service, and service jobs in community related programs.

Although my research can not conclusively prove the point, a process of job and career segregation seems evident in the massive array of information examined. This means assignment by the U.S. society and economy to certain activity lines assumed to be appropriate in the case of Puerto Ricans. Inasmuch as the secondary and postsecondary school systems reflect the dominant values of the larger society, they can be said to influence Puerto Rican youth to either curtail their schooling short of graduation, or to follow certain career paths ascribed to positions of lower status in comparison with others who grew up in the same time and place.

In general, the research I have just summarized provides further confirmation of the situation previously described by the Latino Institute project on the economic payoff of education. Both sources of information strongly suggest that on the basis of their perceptions of opportunities for Latinos in American society, the children in the school system today do not necessarily associate continued education with social and economic success. This may explain the high rates of attrition at the secondary level, and why so few of those who stay enrolled through high school are well prepared for postsecondary education.

If this assumption is correct, the strong motivation for postsecondary education that is evident in the Hispanic Alliance study should be matched by an indepth redirection of school organization, to the extent of changing the learning environment to a more positive vision of the future, and a more adequate preparation for gaining success to the promising lines of career development in postsecondary education.

Thank you.

[Prepared statement of Dr. Jose Hernandez follows:]

PREPARED STATEMENT OF DR. JOSE HERNANDEZ, LATINO INSTITUTE, CHICAGO, ILL.

At present, I am employed as Research Director of the Latino Institute, a nonprofit organization located at 53 W. Jackson Blvd., Suite 940, Chicago, Illinois 60604. The Latino Institute seeks to empower individuals and groups committed to obtaining a fair share of the public and private resources required to improve the quality of life for the Latino community in the Chicago metropolitan area. We use the term "Latino" to designate local residents of Mexican, Puerto Rican, Cuban and other Central or South American origin. The Latino Institute programs for this population include advocacy, management training and technical assistance, documentation and research. The Research Division's principal objective is to generate factural knowledge concerning social, economic, political, health, housing and educational conditions in the Latino community, with special reference to issues of public policy and program participation. We have a quarterly publication called LIDER (Latino Institute Documentation & Research) which presents the results of our work. We also publish a Monograph Series, most of which has been prepared by authors not employed by the Institute.

Relative to the topic of this hearing, the Latino Institute has produced some new information that can be summarized as follows. First, we have completed an update of Chicago's Latino population for 1983, which estimates a current total of 526,000 persons or 17 percent of the City's population, and some 782,000 persons or 10 percent of the combined Chicago-Gary metropolitan area (LIDER:1, July 1983: 1-2). The median age of this population is 22 years, which means that at least half are at a life stage when education is a matter of principal concern. Enrollment data for recent years show rapid increases, but this growth is largely attributable to the natural expansion of a very young population that also attracts many Latinos from other places in the United States and outside locations (Latino Institute Monograph Series: 6, September 1983: 19, 40-45).

On a population basis Latinos made up only 4 percent of the Chicago-Gary metropolitan area's college enrollment in 1978, and only 2 percent of college graduates. In 1980 only 9 percent of the Chicago City college enrollment was Latino. In both instances, these percentages were about half of the Latino share of the population, using the 1983 criteria of 17 percent in the City and 10 percent in the metropolitan area of Chicago. In comparison, the non-Latino share of college enrollment remains close to or greater than the percentage of non-Latinos in the metropolitan and City population. Aside from institutional problems of access to post-secondary education, a major factor in these low rates of enrollment remains the high rate of attrition from secondary education, estimated at 43 percent for Chicago in 1980. In terms of human resources for the adult labor market, the consequences include the fact that only 5 percent of Chicago's Latino population are college graduates, compared with 8 percent among blacks and 17 percent among whites (Monograph 6:40-45).

The earnings received by adult Latinos in Chicago were linked to their educational background in a recent Latino Institute project. We found a significant income gap, to the extent that the average Latino college graduate earned about the same money as a white high school graduate in 1980. Part of the gap is attributable to differences of age and experience between these two groups. But the evidence suggests a major portion of the income gap is explained by preferential hiring and promotion practices, and access to higher-paid jobs through contacts and influence (LIDER: 2, October 1983: 1-5). One conclusion is that post-secondary education is not sufficient in itself to assure Latinos of equity in the opportunity system. Another conclusion relevant to this hearing is that post-secondary education may not be viewed by Latino youth as leading to economic success. If a Latino college graduate earns about the same as a white high school graduate, do the effort and expense of a post-secondary education make sense? We at the Latino Institute believe the answer is "yes", and that in addition to openings in the opportunity system, efforts must be made to improve the quality of post-secondary education, so as to better prepare Latinos for future careers at the professional and technical levels of the labor market.

In 1982, before my appointment at the Latino Institute, I was employed as a Research Consultant by the Hispanic Alliance of DePaul and Loyola Universities and Mundelein College in Chicago. I completed the data analysis and wrote most of the report on a study of the transition from secondary to post-secondary education among Latinos in this City. The current Coordinator of the Hispanic Alliance is Sylvia Herrera, who follows me as a speaker and will be presenting a summary of the results of the study just mentioned. I refer to the Hispanic Alliance research because as an independent scholar I completed a detailed analysis of the high school data which has a direct bearing on today's topic. ("Factors in the College Aspirations of Latino Graduates in the Class of 1982," paper presented at the Midwest Sociological Association meetings, Kansas City, 1983).

My analysis used the results of a questionnaire survey of 777 Latino seniors from the 6 public and 6 Catholic high schools in Chicago having more than 30 percent Latino enrollment in 1982. I used the multivariate correlation method to determine why certain of the Latino seniors continued on to college, while others did not. Being admitted to college was considered the criterion of successful passage from secondary to post-secondary education. This implied having the intention to attend college; becoming informed about college; taking the SAT and/or ACT tests, and submitting at least one application for admission. About 84 percent of the Latino seniors had some intention or readiness to attend college, and 54 percent had taken the standardized tests and sought admission—a high rate of motivation, by any standard. But only 42 percent had received a letter of admission by April 1982, when the survey was taken.

Among the factors accounting for differences in access to college, by far the most significant was the grade-point-average (GPA) obtained in high school. Those having above-average GPA scores had a much better chance of entry to college than the many who were concentrated at the "C" through "B" grade levels. As a group, the Latino seniors had a mean score of 2.8 on a 4 point scale, or the equivalent of B minus, which is lower than average by most criteria, especially when we consider that these students were the survivors of a very high rate of attrition from high school. Since there is no evidence to indicate a lower-than-average level of natural ability, I assumed that the low GPA scores reflected institutional problems in such aspects as curriculum and the learning environment.

This assumption was partially corroborated by the fact that the second influential factor in access to college were the subject matters taken as part of the high school course work. In particular, a general lack of physics, chemistry and algebra II distinguished those who merely intended to attend college, from those who actually gained entry. Supplementary information from interviews with counselors, parents and the students themselves clearly indicated that most Latino students were encouraged to take a curriculum limited to a survey course called "earth science," and either general mathematics (mainly arithmetic) and pre-algebra. Obviously, these were not subjects typical of a college-preparatory curriculum. The overall insight gained from the interviews was that school personnel did not expect the Latino students to be college-bound, and generally acted according to these expectations. For example, only a small percentage of the Latino seniors received individualized counseling related to college entry.

Minor influences in access to college included having attended only one high school for secondary education, and graduating in the usual sequence of grade attainment; that is, at age 17 or 18. This shows that the disruptions caused by transfers and delays commonly resulting from being left back a year or more were a decidedly negative factor in access to post-secondary education. Other research has shown that transfers and delays have been a major reason for attrition from high school among Puerto Rican students throughout the United States; and by implication, a major barrier to college entry. ("Social Factors in Educational Attainment Among Puerto Ricans in U.S. Metropolitan Areas, 1970," ASPIRA of America, Inc., 1976.)

Perhaps the most significant finding of my analysis was that none of the personal attributes of the Latino seniors had any significant influence on access to post-secondary education. In other words, it did not make a difference if a student was a man or woman; Mexican, Puerto Rican or of other national origin; Spanish- or English-speaking; and whether or not their parents had a secondary or post-secondary education and were employed in jobs different from the routine manual occupations typical of the Latino labor force. Another surprising discovery was a lack of significant differences between students attending public and Catholic high schools. These results partly derive from the homogeneous characteristics of the sample: the schools and the students were situated in neighborhoods with a high percentage of Latino residents, often implying a fairly uniform lower-class status.

One of the personal characteristics was significantly related to the intention and readiness to attend college, but had little or no influence on admission to college. That was the students' financial ability to pay for college expenses, as measured by their employment during high school; their savings for college, and their parents' willingness to contribute to the costs of attending college. This finding suggests that having some economic resource influences in the process of deciding whether or not to take the standardized tests and apply for admission to college. In other words, students perceiving a lack of financial ability were much more typical of those lacking the intention to attend college, and those having a vague intention to apply for admission sometime in the future, following a stretch of military service or full-time employment.

In conclusion, the principal barriers to entering post-secondary education were found to be the high school learning environment and curriculum; transfers and delays in secondary education, and the students' financial ability to pay for college expenses. Of little or no importance were gender, nationality, language, parents' education and occupation, and the type of high school attended.

As a last item of testimony I will refer to a book which I have written entitled "Puerto Rican Youth Employment," to be released shortly by Waterfront Press, 52 Maple avenue, Maplewood, N.J. 07040. The information is for the entire United States and limited to the Puerto Rican subgroup of the Latino population. The research for this book was completed while I was a Professor at the University of Wisconsin-Milwaukee, 1979-1982. It was based on original tabulations of federal data sources from 1960 to 1976 and was oriented to answer basic questions regarding the transition from school to established careers among Puerto Ricans age 14 to 31 years at the various dates considered.

Relative to the topic of this hearing are the findings on educational attainment and its significance for different paths to occupational placement in American society. Generally speaking, no significant improvement was found from 1960 to 1976 in the educational completion rates of Puerto Ricans, beyond advances basic to the U.S. total population. In fact, the percentage of Puerto Ricans with a college degree was about the same in 1976 as in 1960, and represented only a small fraction of this group's adult population. However, from 1970 to 1976 there was some evidence of increased access to post-secondary education at levels lower than the four-year college degree. Unfortunately, the data did not distinguish among technical school; junior college or certificate studies, and incomplete attendance at four-year institutions of higher learning.

The occupational data revealed a similar lack of mobility during the period considered. In 1976 most of Puerto Rican youth were still engaged as factory operatives or workers in routine manual jobs that were low-paid and offered little or no opportunity for career advancement. However, there was some evidence of minor change in the direction of skilled manual work, lower-level office jobs, and attendant functions in organizations of institutionalized care. Typical of this trend were laboratory technicians, diesetters, bank tellers, file clerks and hospital aides. When related to the educational data, it was apparent that these career lines were typical of the Puerto Rican youth who had 1 to 3 years of post-secondary education. Puerto Ricans with a full college education of 4 years or more were mainly clustered in professional services and public administration, and secondarily in the finance and business sectors of the U.S. economy. But within these general activity lines, the specific jobs held by Puerto Ricans were low in both income and social prestige. Typical career lines included elementary school teacher; social worker; the clergy; personnel and labor relations worker; such clerical work as attendants in the U.S. postal service, and service jobs in community-related programs.

Although my research cannot conclusively prove the point, a process of job and career segregation seems evident in the massive array of information examined. This means assignment by the U.S. society and economy to certain activity lines assumed to be appropriate for Puerto Ricans. Inasmuch as the secondary and post-secondary school systems reflect the dominant values of the larger society, they can be said to influence Puerto Rican youth to either curtail their schooling or follow certain career paths ascribed to positions of lower status in comparison with others who grow up in the same time and place.

In general, the research just summarized provides further confirmation of the situation previously described by the Latino Institute project on the economic payoff of education. Both sources of information strongly suggest that on the basis of their perceptions of opportunities for Latinos in American society, children in school do not necessarily associate continued education with social and economic success. This may explain the high rates of attrition at the secondary level and why so few of those who stay enrolled through high school graduation are well prepared for a post-secondary education. If this assumption is correct, the strong motivation for post-secondary education evident in the Hispanic Alliance study should be matched by an in-depth redirection of school organization, to the extent of changing the learning environment toward a more positive vision of the future and a more adequate preparation for gaining access to promising lines of career development in post-secondary education.

Mr. SIMON. Thank you. If you don't mind staying there. Ordinarily we would hear from the two or three members of the panel before we have questioning. My colleague, Mr. Corrada, has to get to Washington to meet with the Secretary of Agriculture on some nutritional program problems that Puerto Rico has, and I'm going to move from the general rule, in case you have any questions at this point, Mr. Corrada, from this first witness. Otherwise, we will move on to our second witness.

Mr. CORRADA. Thank you, Mr. Chairman.

Just a couple of quick questions. In your testimony, you mentioned that you estimate the total Latino population of the city of Chicago at 526,000, or 17 percent, and 782,000, or 10 percent of the combined Chicago-Gary metropolitan area. Do you have a breakdown as to how that population is divided between Mexican Americans, Puerto Ricans, Cubans, and the other subgroups within the Hispanics?

Dr. HERNANDEZ. Yes, sir. I do. I can supply that to the committee right now.

Mr. SIMON. Could you just roughly outline what that would be?

Dr. HERNANDEZ. It is very close to the proportional distribution of Hispanics in the United States, in that about 60 percent are of Mexican origin, about 22 percent are of Puerto Rican origin, about 8 percent are of Cuban origin, and the balance are of Central or South American origin.

Mr. CORRADA. Well, if you could, based on that survey or study that you did, offer the specific figures or estimates, I would appreciate that.

Dr. HERNANDEZ. Yes; I can provide you that information.

Mr. CORRADA. I have no further questions at this time, Mr. Chairman.

Mr. SIMON. And if you don't mind staying there, I may have some additional questions.

Sylvia Herrera, the assistant vice president for Hispanic affairs at DePaul University.

STATEMENT OF SYLVIA HERRERA, ASSISTANT VICE PRESIDENT FOR HISPANIC AFFAIRS, DePAUL UNIVERSITY

Ms. HERRERA. Good morning. I am pleased to be here next to my distinguished colleague, Dr. Hernandez, who directed the analysis of the data.

I am going to be reading from a summary of the Hispanic Alliance publication of the results of an extensive research project conducted prior to my being hired by the university.

The Hispanic Alliance is a consortium of Loyola, DePaul, and Mundelein Colleges. Responding to the finding that Hispanics are the fastest growing pool of human resources in America today, and realizing that the low participation rate of Spanish-speaking learners in higher education in this country is the responsibility of these three major Catholic postsecondary institutions.

The goal of this consortium was to collectively and individually improve access for Hispanics in Chicago to quality higher education. This project was funded in part by a grant from the Ford Foundation.

Chicago is said to be a microcosm of the United States Hispanic population. We represent a diverse collection of ethnicities, national backgrounds, cultures, and values, repeating on the previously requested statistics, 60 percent Mexican, 27 percent Puerto Rican, and the remainder Cuban, Central and South American. It affords the opportunity to forge what could be a national model for an effective Hispanic-American coalition, and for effective planning in educational strategy.

The median age of Chicago Hispanics is 22.2 as compared to 29.4 for the rest of the population. Hispanics in Chicago are at the bottom of the socioeconomic ladder. The median income for all Hispanic males is lower than that of blacks or whites, and the unemployment rate is higher: 18.6 percent, than for all other groups; 17.7 percent for blacks, and 7.7 percent for whites.

Hispanic enrollment in Chicago public schools has increased steadily over the last decade, to 8,800 in 1983. Hispanics account for 20.4 percent of the public, and 12.2 percent of the Catholic enrollment in the city. This is second only to blacks, who represent 60 percent—60.7 percent of the city, and well ahead of whites who are 16.3 of the public school total.

In spite of these expanding numbers at the public schools, there are small numbers continuing to college. Only 5.1 percent of Hispanic adults possess a bachelor's degree, compared to 16.9 of the white population. We should take into consideration the fact that the actual problem is even more acute since these figures include those of us who come as part of the brain drain from Latin America, already possessing degrees, a movement which has recently been much increased by the economic conditions in our countries of origin.

Three purposes formed the research: To identify the barriers of Hispanic enrollment at DePaul, Loyola, and Mundelein; second, to discover problems in university instruction for Hispanics; and, third, to improve the educational services, and to improve the relationships between the students, the universities, and the Hispanic community.

I did not know what part of my report I would be reading since I did not know what my colleague would be covering, so I will try not to duplicate anything.

Mr. SIMON. And we will enter your full statement in the record.

Ms. HERRERA. The major barriers facing Hispanics—I'm going to summarize the findings—are economic and academic. Despite the many obstacles facing them, the Hispanic students in the study are a highly motivated group. They see education as a primary vehicle to better work and greater economic opportunity. Of the high school students surveyed, 80 percent intended to attend college. Expectations were high. Twenty-two percent aspired to a master's degree, and 30 percent desired advance degrees such as Ph. D.'s, M.D.'s, et cetera.

Two-thirds of these highly motivated students backed their aspirations with specific steps to accomplish their goals, such as taking the ACT exam, consulting college counselors, submitting applications for the schools of their choice. A more sober assessment of their prospects, however, reveals that only 20 to 30 percent of these students would actually be able to attend college without remedial programs, and additional financial assistance. Those students who do continue on to college are clearly the survivors of an attrition process. The dropout, pushout rate in the public schools is, according to the Chicago Board of Education, 43 percent for Hispanic youth. For those of us who have worked very closely with the student population, our estimates are 60 to 70 percent.

I have returned to Chicago after 9 years of absence, and was previously very involved with the whole question of education access as executive director of Espira, and it was extremely depressing to me, as I summarized and read intensively the reports, both public studies and foundation reports. Our situation is definitely unchanged, except for a few aspects which have worsened since 10 years ago.

So, to continue, the hope to attend college in the face of sometimes great obstacles, against doing so; students are supported by their parents, while unable to provide specific advice, direction, or information to support their student's educational expectation; since Hispanic students made their own educational decisions, which was an interesting finding in the sense that students proportionate to their age seem to be taking infinitely more autonomous decisions of the planning of their life, including their educational life. But the parents also saw education as a bridge to better jobs, more money and social mobility.

Secondly, the students in the study maintained a high level of Hispanic identity. This applies in the face of the traditional role model. While 62 percent of the students are English dominant, by self-report, almost all are essentially bilingual, with 70 percent speaking Spanish at home. Since research on Hispanics points to Spanish as a crucial symbol of group identity, high schools and universities must incorporate multilingual, multicultural programs, community building experiences and bilingual staff and faculty, in order to help Hispanic learners to span the cultural gap while maintaining a sense of ethnic integrity.

I must digress. A recent series of articles,having appeared in places like the Wall Street Journal, concentrating upon bilingual education, in which the level of analysis of ideological manipulation of concepts appalls me. It seems that false polarities are being created among those who address these issues, those who write about them, at least in the Wall Street Journal, between language emersion or the acquisition of English as a second language for effective participation in the broader society and bilingual education. This, of course, is completely fallacious thinking and it is the main focus of analysis in these kind of articles.

Bilingual education, essentially, is one of the ways that were designed to prevent this promulgation of the high school education to avoid the problem that Dr. Hernandez was referring to; one of the main predictors to students not continuing, as a matter of fact, not even graduating from high school, is their advanced age, particularly for the fellows; perhaps relating to the cultural pattern that more aggressive self-supporting type of behavior is expected from the males than from the girls. Puerto Rican fellows who find themselves at the age of 18 or 19 in high school, drop out, irrespective of time, and the practice—instead of maintaining the development of the academic skills in whatever language the students can function in, while he intensively and effectively has been taught English as a second language. This was the only way, to my knowledge, that the whole problem could be prevented; the student taking 14 or 15 years to complete the regular 12 years of preuniversity education; and we know that that is a very important aspect that limits the pool of eligible students for postsecondary education.

It is the poverty of the Hispanic families that imposes the largest threat to access to higher education. Sixty-three percent of the fathers and 42 percent of the mothers studied in the high school survey manual or semiskilled laborers; additionally, the low educational levels of the parents, of which three-quarters of them had less than high school education, means that Hispanic students can expect little financial support from parents for college expenses.

The students themselves are likely to be bread winners, or important sources of support, in a situation where multiple incomes are necessary for survival. In face of this need, the study revealed a shockingly low level of awareness in the Hispanic community about sources of available financial aid. This is an indication for universities to take the responsibility to aggressively reach out to this population, and make information about financial assistance available and understandable.

Finally, the study revealed that Hispanic students are young in age but mature in responsibility. Eighty-six percent of the students in the college sample worked full time while pursuing college degrees full time. The pressure to find a job to help support the family is also said to be a leading reason for the high rate of attrition among high school students. Also, these college students have life experiences and learning needs which are different from their non-Hispanic counterparts, so colleges should seriously consider adapting adult-oriented nontraditional strategies for traditional aged Hispanic learners.

Some additional findings about the high schools students: First, one of the most disturbing findings was the notable lack of college preparatory courses; in particular, the students lack science and math course work, with less than half of them having taken physics and the majority of them missing advanced algebra. These are curriculum areas required by many universities for admission, especially to professional degree programs.

This data could be evidence of tracking. As the students indicated on the questionnaires, it actually reflected direct counseling received. The counselors themselves, however, attributed the students' inadequate academic preparation to the students' own disinterest or the desire to take the easy way out.

There is a clear mandate for early counseling in the schooling process, perhaps as early as junior high school, in order to alter the limiting change of circumstances which make college a realistic option for so few Hispanic students. The utilization of Hispanic college students as peer counselors and role models provide a creative means for reaching students in time for them to build solid academic programs; and this is just what DePaul University is presently undertaking.

Second, the least mentioned reason for planning to attend college by the high school students was the specific career goal.

Third, the students surveyed were familiar with the Alliance institutions, and generally expressed the belief that the schools offered a good education. They perceived the three institutions as being beyond their reach, both academically and economically, and perceived the public 4-year institutions as a more accessible intermediary between community colleges and the private ones.

Fourth, the high school portion of the study concludes with the sober assessment of the reduced changes of most, on the chances of most of the students ever completing college degrees. There is a clear challenge to institutions to reach out and to intervene early in the educational process in order to make college enrollment a realistic promise for a greater number of Hispanic learners.

Additional findings on the college student; the college students were a markedly different group from the high school sample.

Mr. SIMON. I don't mean to be cutting you off. The general rule for witnesses is a 5-minute rule, and I would like to devote as much time to questions rather than to testimony.

Ms. HERRERA. Fine. I'm sorry, but I was informed 10 to 15, or I would have planned otherwise. I'll try.

A very significant finding is that the students who are attending college are very definitely not the same students that were surveyed. In other words, the few students who are making it to college are not the students who are coming from the high density high schools, the high Hispanic density high schools; so that what we see is a very strong polarization by class, by socioeconomic class, of the Hispanic community. In other words, having come to this country with differences in their backgrounds, these differences become, through time, progressively more marked rather than bridged.

The motivations of the students attending college, you might summarize, are individualistic, economic, for-self enhancement. The students remaining in the high schools and the communities that they represent have a very clear need for a different type of leadership.

The Hispanic college students were English dominant, much more so than what we might call the community residue, remaining in the high concentration high schools. Clearly those students are those few who are attending in somewhat larger numbers or percentages, are attending community colleges, where they find something you might summarize as "the revolving door experience." The students have severe problems, of that small percentage, which still represents a very large percentage of our students pursuing postsecondary education. Most of them find serious problems in articulating to the senior universities and continuing, and there are, to my knowledge, very severe problems in a lot of the financial aid. Although it's, in general, disproportionaly received, that of financial aid, of it is being spent in what you might consider the basic responsibility of the public school system. It is being spent in learning English as a second language. This is supposedly illegal, but it is happening in a lot of places where the students aren't aware that there should be English as a second language, and in a sense, revealing the hypocrisy in some of the articles and supposed analyses of the problems with bilingual education; there apparently aren't sufficient English-as-a-second language opportunities for effective and intensive English language acquisitions, so the students spend their allotment of financial aid trying to learn language, the English language in some community colleges; and consequently, have nothing left for pursuing an actual education.

I make the same recommendations that we have been making for the last, at least to my knowledge, 15 years. We need additional research. We need Hispanic professionals in higher education. We need expanded financial assistance. We need interventions, at least at the early junior high school level. We need to utilize the few students we do have as resources, as in peer group counseling. We need career counseling, at both the high school and college levels. We need special programs that focus upon the specific cultural and language needs of the Hispanic students. And we need the institutions of postsecondary education to commit themselves to reexamine their values and their admissions. As it pertains to the larger question of postsecondary education, it should not amount to just the modernization of the skills of the slave, but it should empower people to think and be able to be critical participants in the political and cultural process.

Thank you.

Mr. SIMON. We thank you very much, Ms. Herrera.

I wonder if I could ask Father Plazas, the president of St. Augustine, to join the panel of witnesses here. I would like to toss one question at you and Ms. Herrera.

We intend in the Higher Education Reauthorization Act to improve access through improvements in the Pell grant, the guaranteed student loan program, and some of the other programs. But the question is, beyond that of helping all students, and obviously will be a more substantial help to minority students, are there things that we ought to do in the reauthorization of the Higher Education Act that can specifically encourage St. Augustine's or DePaul or any other college and university? Dr. Hernandez, if you wish to comment on this, you may, but I have some other questions I want to toss at you; are there things that we can specifically do at the Federal level to be of encouragement to you, to help lift the level of opportunity for Hispanic students?

Reverend PLAZAS. I think, Congressman, based on experience, we have bright people and highly motivated people. However, the school background is deficient. Some of them have been out of school for 5 or 10 years. Others have come in for English courses. We've pooled background in sciences and mathematics, so we have to reinforce these people and to prepare them to compete as the other students; so we can reinforce these funds to prepare these students in the area of sciences, mathematics, language; and also to structure the Hispanic language.

We have found that if the student is able to conceptualize in the native language, it's going to help in the transfer of the learning experience in their own culture into the American culture.

Mr. **Simon**. Yes, Ms. Herrera.

Ms. **Herrera**. This is such an overt question. I'd be happy to submit further comments in writing.

It seems to me that everything that is said by everyone points to the problem, to the roots of the problem as being in the precollege experience; namely, the students are undergoing death at an early age, and not just in Boston, and not just in the 1960's, even though it talked about the different symbols today.

I think that accountability lies with the public school system. There must be further ways in which an outcome oriented to evaluation and funding can be put in place along these lines. The problem of this outcome-oriented evaluation is that the persons who have set up the criteria for judging plusses and minuses have not had a vision as to what is the function of education in the early grades today, in the junior years, in high school. They seem to be 30 or 40 years behind in their conception; and if we're talking about preparing students for the kind of future that they must perform productively within, there must be a closer link between those who can project the real need of industry, of business; those who have a clear analysis of the economic development trends of this country, and articulate those realities into the experience in the schools. The experience in the schools continues to be essentially educating, because it is basically an experience in which the emotional negative dimensions outweigh the positive skill learning components.

Mr. **Simon**. If I may suggest to both of you, as you reflect on this, if there are other ways that the Federal Government can be of help through the Higher Education Act, and our jurisdiction is limited to higher education. If there are other ways, if you could get in touch with us very soon, because we're in the process of drafting this thing right now, and we would be very interested in that.

Incidentally, I agree with your earlier comments about bilingual education.

Today's Chicago Tribune has an article by Robert J. Gorman that I want to insert in the record at this point.

[Information referred to above follows:]

[From the Chicago Sun-Times, Dec. 12, 1983]

THE MIDWEST'S BILINGUAL HISTORY

(By Robert J. Gorman)

Some of the letters to the Voice of the people column on bilingual education ignore a lot of the history of the American Midwest. Early immigrants to this area were in no big hurry to learn English to the exclusion of their ancestral languages.

When my mother's parents came to western Wisconsin from Bohemia at the time of the Civil War, the rural schools they attended were billingual, German and English, with half of the instruction in each language. In the next generation, three of my uncles received bilingual German and English instruction at a Catholic school in Winona, Minn. The use of both languages was compulsory and not a temporary expedient until English was learned.

My mother, who was younger than her brothers, was switched to the Irish parish school where instruction was exclusively in English. My grandmother's native language was Czech, so with her bilingual education she was trilingual. Catholic and I believe, Lutheran schools continued bilingual education until the United States went on a nativist binge at the time of World War I with all the stupidity of renaming sauerkraut "Liberty cabbage," etc.

English is not an easy or simple language for one not native to it to learn. Natives of France tell me that it is about the most difficult European language. Spanish is much more logical, and since Castilian was established as the standard for New World Spanish at the time of Columbus, it has far fewer irregular forms than English or French. Spanish words are generally pronounced the way they are spelled and spelled the way they are pronounced. (That is not true of English.)

In the immigrant district of Germany ethnics in which I attended elementary school in western Canada, the rule of thumb was that it took children who started out without knowledge of English about three years to begin to understand what the teacher was talking about.

Instead of pushing Spanish-speaking children cold turkey into a full day of English-language instruction, it would make a lot more sense to use a bilingual system patterned after the ones pioneered by other ethnic groups.

Mr. SIMON. The article is called the "Midwest Bilingual History," which points out that a long time ago people came over here who were Germans, and Czechs, and Poles, and, in fact, they had bilingual education here. They didn't call it a bilingual education program, but school half the day was in German, and half the day was in English, or whatever. It's very interesting. This is not a new concept dreamed up all of a sudden that we're placing upon the American people.

Dr. Hernandez, first of all, I was impressed by the research that you have done; but clearly what you said, as well as what the other two have said, points to the fact that school counselors play a very key role, and sometimes are not encouraging the Latino students to move ahead. I was particularly interested in that Latino seniors had some intention or readiness to attend college, and 54 percent had taken the standardized tests and sought admission, but only 42 percent had received a letter of admission.

Now, you do go into some of the factors here. If we increase the aid to students, are we going to raise that 42 percent appreciably, or are there other things we ought to be doing?

Dr. HERNANDEZ. Well, one of the results of the study points out that peer counseling is a major instrumental factor in successful entry to college. The high school students that were surveyed listed their friends, and people whom they have known who have been successful in going to college as an important source of information and motivation to go to college; as important as the high school counselors themselves. The study also revealed that the average high school counselor in the 12 high schools surveyed had something like 400 students in their quota to be counseled, and that the only preparation for postsecondary education that was given, took place on a collective basis, in an auditorium such as this, when the counselor talked to the students about college, in the remote chance that one of them may be so oriented. There was no individualized attention given, except as the student would have sought that on their own and gained it through competition with other people, who would want the scarce time given by counselors to the students.

So, in answer to your question, I would say yes; by improving innovative programs in which Hispanic people are made available to junior and senior high school students for orientation to college, whether that be through the way of traditional counseling, or through the way of peer counseling through other college students that have been successful in gaining postsecondary education, that would certainly improve the problem.

Mr. **Simon**. I'm thinking out loud, now, and I'm not suggesting that this is necessarily going to be part of the law; but if we included specifically, as part of college work study——

Do you have a college work/study program here at St. Augustine's?

Reverend **Plazas**. Not yet.

Mr. **Simon**. All right. But let's say—I assume that you're going to be, perhaps, moving in this direction; let's say as part of college work study at DePaul and at St. Augustine's, and at Truman College and the other schools, at the Loop College, and other places; that part of college work/study could be credit for actually going into the local high schools and talking to, and urging young people to go on to college; that might be an effective way of doing something, if I follow you correctly. Is that right?

Ms. Herrera, if you want to reflect on that.

Ms. **Herrera**. One of the three members of the alliance is already doing that. That's exactly the way we are planning to go. Mundelein College is doing it. Loyola is about to start doing it, and DePaul will not use work/study money because DePaul has a somewhat different configuration, which brings us to another problem: financial aid.

Our students can't afford work/study. They have to work full time, and because they work full time, they are not eligible for financial aid. The patterns of family responsibilities in the Hispanic family don't coincide with the Federal designation of family, so that there is a type of student who is really burdened with responsibilities, who is not eligible for any financial aid because he must support his large family, including the more extended definition of family.

So at DePaul there is no work/study money for that reason because of the high percentages of those who work, and study part-time.

We think that the psychological benefits of that type of involvement, we think that the Board of Education should hire, for example, Hispanic college students; pay for their training, and put them to work in the high schools and in the junior high schools as big brothers counselors, in many different functions, because that is the most effective way. Essentially, that's how Aspira, for example, has succeeded, in relation to serving university populations where a certain density of students' presence creates some alternative culture; and they begin to redefine things for their relatives and friends, and pretty soon it's sort of a grapevine which takes place, which is what is getting the students to the university. It is not the formal structures that are paid for by the State and by the tax moneys that are sitting there.

There is in the city of Chicago an interesting regulation, to my knowledge, that requires that 25 students request a specific course in order for the school to have the obligation to deliver that course. Laws of bureaucracies being what they are, and things tending to follow loss of inertia, it seems that this is a built in reward, albeit an unconsious one, for the formal structures to reward that kind of behavior which doesn't create any more demand and stress upon a system that is already stressed, and that has scarce resources.

In other words, if counselors begin to counsel all these kids to take these algebra courses, then they're going to have to organize those courses and give them, and you know what kind of internal bureaucratic problems that creates.

Mr. SIMON. Yes, Dr. Hernandez?

Dr. HERNANDEZ. May I add two details, because aside from all of the evidence here, I have some direct personal experience in peer counseling of Latino college students at the junior and senior high school. There are two additional and very positive results coming from that. No. 1 is that the Latino college students who act as peer counsels have an exceedingly good ability at spotting talent amongst all of the junior and senior high schools, often without the aid of psychological tests and other kinds of biased instruments. They can then locate and begin to match the younger people with careers because they are familiar with the full array of specialties that are available at the high school, and they could say to a student, you'd make a good—let's say, economist, and to another person, you'd make a good engineer. This is, in my opinion, critical to the whole process of passage from the secondary to postsecondary education; the enchantment that comes with following a career which you visualize on the basis of what somebody else tells you is there, that is No. 1.

And the second thing I'd like to endorse as a very important, but not yet mentioned outcome of this, is for the college students themselves, because it's a very awakening experience for these college students to go to a junior high school or a high school today, now as part of the educational system and representing a set of values that they themselves may not have held in highest regard while being in the school system themselves, and having to face the problems of dropout and pushout. It's a tremendously motivating factor for success in postsecondary education, despite their confrontation with apathy or lack of motivation on the part of their own people in the high schools.

Ms. HERRERA. And to socialize with those future professionals, by keeping them in touch with the community.

Reverned PLAZAS. I would like to make mention that I agree with this peer counseling. We have, however, a type of relationship that is not so easy to go into this kind of situation, we have to have professional counselors. I think one of the things that we have experienced in these 3 years here is the kind of counseling program that we have.

We have professional people reinforced by some paraprofessional help. The attrition rate for Hispanics is 55 percent in institutions of higher education. We had last year, 12 percent, and I think the key factor was the counseling. These people need a tremendous amount of counsel; personal counseling, family counseling, plus educational counseling.

I would like to suggest this idea strongly because it is extremely needed for the family that we are dealing with, and the students we are dealing with.

Mr. SIMON. We thank the three of you very very much for your testimony and suggestions.

Our next panel is composed of Dr. Joaquin Villgas, from St. Augustine College, also; and Angeles Eames, dean of students at Loyola University.

If the two of you could——

Dr. Villgas, I understand you have a student with you?

Mr. VILLGAS. Yes.

Mr. SIMON. OK. Your student can come up and join the panel also. We are pleased to have the three of you here, and if the student could please give his name for the record, and spell it for the record.

Mr. ASTUDILLO. My name is Ramirez Astudillo. My last name is spelled Astudillo.

Mr. SIMON. Dr. Villgas, we will hear from you first.

STATEMENT OF DR. JOAQUIN VILLGAS, DEAN OF STUDENTS, ST. AUGUSTINE COLLEGE, CHICAGO, ILL.

Mr. VILLGAS. Thank you. Good morning, Mr. Paul Simon, colleagues for higher education.

Mr. SIMON. Let me simply repeat my earlier statement. We are in a timeframe difficulty, and the general rule followed by the House is 5 minutes on testimony, and then move into questions. If you can summarize statements, rather than read them, sometimes that is helpful, but we will enter your full statements in the records.

Mr. VILLGAS. I guarantee mine is going to be short.

It is a great pleasure to share with all of you members of the Subcommittee on Postsecondary Education some of the success, as well as some of the concerns I have had by running the department of student affairs; not in a traditional and typical institution of higher education, but in the first bilingual institution in the State of Illinois, the Midwest, and probably in the United States.

Our student population is not different from other institutions of higher education in their aspirations and goals, but at the same time, they have their own uniqueness. Most of them are Spanish-speaking dominant, over 30 years old, head of a family, members of the working force, and upon that, great aspirations in becoming productive members in this American society.

Within our short history of existence, we have seen 75 of them completing their academic requirement, and with more than 80 percent of them entering or pursuing to enter into a senior institution to continue further education. We are proud in being able to provide the proper setting to those former students which otherwise would not have been able to function in a traditional institutional setting.

Our mission to get to all of the Hispanic population in the city of Chicago and within the State of Illinois has become a reality with those 75 students, and it has become a reality at the present time with 1,006 students enrolled in this academic year, 1983–1984. This student body is the one that dreams to successfully acquire the English language skills, as well as the academic skills, and also to be able to move upward in the socioeconomic strata.

A large number of them are, at the present, below the poverty level, and are recipients of State and Federal financial aid assistance, but this financial assistance is not enough for most of them. We are in need of more financial aid programs, such as the campus based programs. Even though we have been entitled to such programs for the past year-and-a-half, the bureaucratic measures, which we cannot overcome, have made a tremendous countereffect on a large number of our students who are living with a restrictive income from the State public aid assistance or unemployment compensation.

This same particular group is, as well, affected by State governmental policies and practices so that some students decide to withdraw from school when the respective governmental agencies have forced such policies upon them. A typical example is the independent single student who receives general assistance from the department of public aid, and notifies—I might say, in a very naive way—his or her caseworker that he or she is enrolled in an institution of higher education. After the students submit a financial aid statement that he or she will be entitled to financial aid disbursement, the student will be notified by his caseworker that because such amount of money to be received is more than he is expected to receive within a month, his or her case will be closed until the total amount of disbursement is expended.

With such practice, it is hard to believe that any student would like to see her case closed, and later in the year, reapply to become eligible again for public aid assistance.

As I mentioned before, these students want to become productive members of this society, and not recipients of tax dollars, but the system must provide incentives to fulfill such aspirations.

We, as a bilingual institution, committed to serve the Hispanic population in the city of Chicago, and within the State of Illinois, are receiving also another challenge from those adults who are eager to continue further education. But because of the length of time that they have been out of the school setting, they lack the minimum basic academic skills that they used to master in their old school days, but now they cannot compete with the demands of today's academic curriculum.

These students have the eagerness and motivation to pursue an education, but we need to provide them with those basic skills and make them competitive in the marketplace. Special programs in assistance are exclusively and currently to enroll students in higher education. We need a special program to be funded to address this particular group before they enter into college.

These adults are eager to foster their education and they need your help.

Thank you very much.

[Prepared statement of Dr. Joaquin Villgas follows:]

PREPARED STATEMENT OF DR. JOAQUIN VILLGAS, DEAN OF STUDENTS, ST. AUGUSTINE COLLEGE, CHICAGO, ILL.

Members of the Subcommittee on Post Secondary Education, Congressman Paul Simon, Chairman, Colleagues in Higher Education, Ladies and Gentlemen, Good Morning and a Warm Welcome to St. Augustine College.

It is a great pleasure to share with all of you members of the Subcommittee on Post Secondary Education some of the successes as well as some of the concerns that

I have by running the Department of Student Affairs not in a traditional and typical institution of higher education, but in the first bilingual institution in the State of Illinois, in the Midwest, and probably in the all United States. Our student population is not different from other institutions of higher education in their aspirations and goals, in their competency and empirical thinking, but at the same time it has its uniqueness from the typical student body. Most of our students are Spanish speaking dominant, over 30 years old, head of a family, members of the working force, and upon that with great aspirations in becoming productive members of this American society. Within our short history of existence we have seen 75 of them completing their academic requirements and with more than 80 percent of them entering or pursuing to enter into senior institutions to continue further education. We are proud in being able to provide the proper setting to those former students which otherwise were not being able to function in a traditional educational setting. Our mission to the adult hispanic population in the City of Chicago and within the State of Illinois has become a reality to those 75 former students and is becoming a reality to our 1,008 students enrolled in this academic year 1983-84. This student body is the one that dreams to successfully acquire the English language skills as well as the academic skills and being able to move upward in the socio-economic stratum. A large number of them are at the present below the poverty level and are recipients of state and federal financial aid assistance. But this financial aid assistance is not enough for most of them. We are in need of more financial aid programs such as campus based programs. Even though we have been entitled for such programs for the past year and a half (1½), the bureaucratic measures, which we can not overcome, have made a tremendous counter effect on a large number of our students who are living with a restrictive income from the State Public Aid Assistance or the unemployment compensation. This same particular group is as well affected by state gubermental policies and practices that some students decide to withdraw from school when the respective gubermental agencies enforced such policies upon them. A typical example is the independent single student who receives General Assistance from the Department of Public Aid and notify his/her caseworker that he/she is enrolled in an institution of higher education. After the student submit a financial aid statement that he/she will be entitled to financial aid disbursement, the student will be notified that because of such amount of money to be received, his/her case will be closed until the total amount of disbursement is expended. With such practice it is hard to believe that a student would like to see his/her case closed, and later in the year re-apply for his/her eligibility for public aid assistance.

As I mentioned before, these students want to become productive members of this society and not recipients of the tax dollar; but the system must provide incentives to fulfill such aspirations.

We as a bilingual institution, committed to serve the Hispanic adult in the City of Chicago and within the State of Illinois, are receiving the challenge of those adults who are eager to continue further education but because of the length of time that they have been out of a school setting, they lack the minimum basic academic skills, which they used to master in their old school days, and can not compete with the demands of todays academic curriculum. These students have the eagerness and motivation to pursue an education, but we need to provide them with those basic skills and make them competitive for college work. Special programs in existence are exclusively for currently enrolled students in higher education. Special programs must be funded to address to this group before they enter into college. These adults are eager to foster their education. They need your help.

Thank you very much.

Mr. SIMON. Thank you.

Do you wish to call on your student to testify here now?

Mr. VILLGAS. Yes.

Mr. SIMON. Fine.

STATEMENT OF RAMIRO ASTUDILLO, STUDENT, ST. AUGUSTINE COLLEGE, CHICAGO, ILL.

Mr. ASTUDILLO. Good morning, Mr. Simon, and general public at large.

This testimony is about my own experience since I arrived to the United States. Like I said before, my name is Ramiro Astudillo, and I am in my sophomore year, pursuing a degree in liberal arts and business administration.

I am a native from Ecuador, and when I decided to come to the United States 4 years ago, I was expecting to enroll immediately in an institution of higher education in order to become a a productive member of this society as long as I decided to stay here.

During my first year, I went to different institutions, trying to improve my English, and at the same time trying to enroll into an academic program, but my English skills were a handicap for me. This was the time that I knew about St. Augustine, and I felt that this was a place where I could improve my English skills as well as enroll into an academic program.

The philosophy of bilingualism and mainstream of the college has been a great reinforce for me to actually join any English-speaking group, or individual in a one-to-one conversation without being afraid of being misleaded or being misunderstood. At the same time, I still feel very confidential and proud of my attaining communication with my own Hispanic people, and even more comfortable in helping them in coping with some of the problems that I, myself, went through because of my limited English.

That's why I feel the program offered by St. Augustine College must be an example to be followed by other cities and States with a large number of Hispanics, where they can also have the opportunity and access to a college education for improving their English skills, as well as maintaining their native language, and be able to use both skills in a more productive way for the economic and social development of this society.

But we cannot forget a reality among a Hispanic who wants to receive a college education, and this is the need to receive supportive services; not only in a bilingual institution, as St. Augustine College, but any other institution of higher education who wants to serve Hispanics.

We all come from a different cultural and educational background, and in order for us to learn and, finally, adjust to the American educational system, we must receive a special support and guidance. We need programs to be funded by Federal agencies which are geared to familiarize Hispanic students with the American educational system; to feel comfortable and confident in communicating with our instructors; to get acquainted with financial aid and academic procedures and programs.

We also need programs geared to those of us whose academic skills are limited but have the potential to improve the basic skills in order to function effectively in a postsecondary setting. More supportive services are needed to address this, and I quote, "an upward bound adult student learner."

Thank you.

[The prepared statement of Ramiro Astudillo follows:]

PREPARED STATEMENT OF RAMIRO ASTUDILLO, STUDENT, ST. AUGUSTINE COLLEGE, CHICAGO, ILL.

Members of the Sub-Committee on Postsecondary Education, members of the Institutions of Higher Education, general public at large, Good Morning and Welcome to St. Augustine College.

My name is Ramiro Astudillo, Student, and I am in my sophomore year pursuing a degree in Liberal Arts in Business Administration. I am a native from Ecuador and when I decided to come to the United States three years ago, I was expecting to enroll immediately in an institution of higher education in order to become a productive member of this society as long as I decided to stay here. During my first year I went to different institutions trying to improve my English and at the same time to enroll into an academic program, but my limited English skills were a handicap for me. This was the time that I knew about St. Augustine College and I felt that this was the place where I can improve both my English skills as well as to enroll into an academic program. The philosophy of bilingualism and mainstream of the College have been a great reinforce in order for me to actually join any English speaking group or individual into a one to one conversation without being afraid of being misleaded or misunderstood, and at the same time that I can still feel very confidential and proud of maintaining communication with my own Hispanic people and even more comfortable in helping them in coping with some of the problems that I myself went through because of my limited English.

That's why I feel the program offered by St. Augustine College must be an example to be followed by other cities and states with a large number of Hispanics where they can also have the opportunity and access to a college education for improving their English skills as well as maintaining their native language and be able to use both skills in a more productive way for the economic and social development of this society.

But we cannot forget a reality among us Hispanics who want to receive a college education. And this is the need to receive supportive services not only in a bilingualism institution as St. Augustine College but in any other institution of higher education who wants to serve Hispanics. We all come from a different cultural and educational background and in order for us to learn and finally adjust to the American Educational System, we must receive special support and guidance. We need programs to be funded by federal agencies which are geared to familiarize the Hispanic student with the American Educational System, to feel comfortable and confident in communicating with their instructors, to get acquainted with financial aid and academic procedures and programs. We also need programs geared to those of us whose skills are limited but have the potential to improve the basic skills in order to function effectively in a postsecondary setting. More supportive services are needed to address to this "Upward Bound Adult Student Learner".

Thank you very much.

Mr. SIMON. We thank you very much for your testimony.

We're pleased now to have—and forgive me if I mispronounce your name—Angeles——

Ms. EAMES. Angeles Eames; I got married.

Mr. SIMON. Ms. Eames is president of the Midwest Latino Council on Higher Education and assistant dean of students at Loyola University.

STATEMENT OF ANGELES EAMES, PRESIDENT OF THE MIDWEST LATINO COUNCIL ON HIGHER EDUCATION, AND ASSISTANT DEAN AT LOYOLA UNIVERSITY OF CHICAGO

Ms. EAMES. Thank you, Mr. Chairman.

It is a pleasure for me to be here, and I wanted to express my appreciation of all your efforts thus far on behalf of us in higher education.

My names is Angeles Eames, and the perspectives that I wish to share today are those resulting from my presidency of the Midwest Latino Council on Higher Education. This organization was formed on February 23, 1980, and exists to serve as a communication network among Hispanics and institutions of higher education and organizations which serve Hispanics in the following States: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin, Kansas, Nebraska, and Missouri.

We are concerned with the education of the Latino students, and the rentention of the same in institutions of higher education, as well as the support of the few faculty members that we have; staff and administration. Thus, our membership includes faculty, professional staff, academic and student services administrators, directors of community based organizations, students, and other individuals concerned with this issue.

Our past activities will be entered in the record, but I wanted to move along.

Our priorities for the coming year include advocating and supporting change in financial aid programs, which impact on Latino college students—this is very important—examining Chicano-Latino student programs in the Midwest to see how these might be strengthened; assessing the status of affirmative action strategies to insure our fair representation, and promoting tenure for Latino faculty members.

My perspectives will also be those of a assistant dean of students at Loyola University of Chicago. In this role, I serve as an Hispanic student advisor to 731 Hispanic college students enrolled at the undergraduate, graduage, and professional school levels, as well as serving a number of prospective students. These students can be high school students; they can be the adult learners that we are talking about.

I have also had the privilege of developing instrumentation and conducting research into the educational needs of Hispanics in the Chicago area, through the support of the Ford Foundation as a member of the Hispanic Alliance. The pertinent findings of that study have already been eloquently summarized by Dr. Hernandez, so we will not get into that.

The problems here are the following: at the high school we find well motivated Hispanic students being detoured from access to postsecondary education, by roadblocks such as poor high school counseling. Many students receive misinformation, or no information regarding the requirements of college attendance. Worse yet, some are deliberately tracked into the vocational programs without regard for their potential.

Digressing a bit, I remember a conversation that I had with a high school student who was wanting to come to Loyola to get into our premed program, and when I asked about the curriculum that she had taken, she told me that it was secretarial and an office-type curriculum. I said that she needed science and algebra; did she realize that. And she said,"Yes. But my high schools counselor told me this is all that I can achieve, and to stay with this." In order to undo all of that in order for her to achieve her goals is something that we had to consider.

Lack of financial resources; while this is a problem for Hispanics and non-Hispanics, the situation is worse for Hispanics who, as a group, are concentrated in lower paying occupations or who are unemployed. In Chicago, the Hispanic Alliance found that of the high school seniors surveyed, 63 percent reported that their fathers were occupied as manual laborers.

The result is that we see many of our Hispanic youth employed part or full time during high school years, in order to support their families. The costs are high. The possibilities of not being able to achieve a grade point average which reflects their potential, because of these increased responsibilities, or of taking longer than 4 years to finish high school, or not being able to handle this load and dropping out, are possibilities which, at a given point, become reality for these students.

High dropout rates: In addition to dropouts resulting from the above circumstances, we see dropouts resulting from a poor fit between the student's abilities, expectations and desires, and those of the school system. Depending on the school, we have seen dropout rates between 20 and 90 percent. This is a scandalous situation.

We also know that many of our Hispanic students begin 2-year colleges with the idea of transferring to a 4-year institution, but this seldom occurs. The majority of the Hispanic students found in these colleges are concentrated in the first year. Some are there to complete certificate programs of 1 year or less; others aspire to the associate's degree, but drop out before completion.

Again, lack of financial resources and supportive services play a role in the dropout of these students.

The TRIO programs funded by the Federal Government to provide a means of access to higher education for the financially disadvantaged student, has met with differing levels of success in recruiting and retaining the Hispanic student. Unfortunately, Hispanics remain a minority within a minority in these programs executed in the Midwest.

In some of these programs, such as those at Northern Illinois University, the primary beneficiaries are the black students even though in its service area exist Hispanic students who would meet the criteria of the program, but are not recruited.

At both public and private universities, we find Hispanic students experiencing financial difficulties. At Loyola for the 1981–82 year—those are the most recent figures we have—approximately 80 percent of all Hispanic students were receiving some form of financial aid, totaling over $1 million.

There is no question that this is a financially needy group of students. By their senior year, we find approximately 79 to 83 percent engaged in part-time or full-time work. The changes in the amounts of the Federal financial aid programs; that is, the cutbacks in the national direct student loan program and the guaranteed student loan program have caused some concern. Our students have responded by seeking more employment—in some cases, this causes a jeopardy to their grades—cutting back the number of credit hours carried to the level of part-time student, and stopping out or dropping out of school college.

In many colleges and universities, emphasis is placed on recruitment on Hispanic students without regard to the question of retention. As a result, the collegiate experience for the Hispanic student can be likened to that of a revolving door—a simile that I'm sure you've heard many a time. Although supportive services for these students are proven to be an important factor in retention, few institutions in the Midwest provide supportive services geared for the Hispanic student.

What role should the Federal Government play in improving the status of Hispanic in secondary and postsecondary institutions? While the following list is not exhaustive, I submit these recommendations for your consideration. Of course, first and foremost would be strong programs of financial aid for our students; but continuing, also to develop incentives for universities to strengthen guidance and counseling training programs, more of the same type of guidance counseling in our high schools, and the same numbers of guidance counselors will be a detriment to our Hispanic students, especially those attending intercity schools.

Second, to provide funding to encourage cooperative efforts between high schools and postsecondary institutions, and between 2-year and 4-year institutions to aid in the transition of the Hispanic students, and other disadvantaged students, to higher education.

The Ford Foundation has already set aside some funding for these types of programs in order to develop models. However, the Federal Government's participation is needed to make this a reality in more than just a handful of institutions.

Third to provide increased levels of support for community-based organizations, to make outreach to Hispanic parents of high school and college aid youth. Dr. Hernandez and Dr. Herrera already mentioned that our Hispanic parents sometimes are poor sources of support; not because they don't want their children to pursue higher education, but they don't have the financial resources, nor do they have that experience.

In the case of the non-Hispanic student, he can rely on his friends or on his parents to tell him you need to take the ACT, or you need to take the SAT, or to tell him what college is about. Our Hispanic students don't have that. So through this program—a suggestion—at least we can provide some of the basic information to the parents so that they could be effective resources to their children.

Fourth to provide fellowships and scholarships to Hispanic university students interested in teaching and counseling. We have so few to act as role models and to provide input into decisions affecting the education of the Hispanic community.

Five, to provide a more careful monitoring system of federally funded educational programs, to insure that the number of Hispanic students participating in these programs is proportional to the number of Hispanics in that given service area.

Six, to insure that a broad cross section of Hispanic educators in meaningful numbers are placed on Federal task forces, commissions, subcommittees, et cetera, dealing with issues which affect the education of the Hispanics, as well as non-Hispanics in this country.

Thank you for your time and attention.

[Prepared statement of Angeles Eames follows:]

PREPARED STATEMENT OF ANGELES EAMES, PRESIDENT OF THE MIDWEST LATINO COUNCIL ON HIGHER EDUCATION AND ASSISTANT DEAN OF STUDENTS AT LOYOLA UNIVERSITY OF CHICAGO

Mr. Chairman, thank you for the opportunity to present testimony, it is a pleasure for me to be here. Let me take this moment to express appreciation for your efforts thus far in support of higher education.

My name is Angeles Eames and the perspectives that I wish to share today are those resulting from my presidency of the Midwest Latino Council on Higher Education. This organization was formed on February 23, 1980 and exists to serve as a communication network among Hispanics in institutions of higher education and organizations which serve Hispanics in the following states: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin, Nebraska, Kansas, and Missouri. We are concerned with the education of the Latino students and the retention of the same in institutions of higher education, as well as the support of Latino faculty, staff, and administration. Thus our membership included faculty, professional staff, academic and student services administrators, directors of community based organizations, students, and other individuals concerned with this issue.

Our past activities have included performing an evaluation of bilingual education programs as an outside consultant contracted by a state system; supporting an individual faculty member in his tenure proceedings; conducting research on the status of Latinos as they relate to TRIO programs for community organizations, and sponsoring a number of conferences as well as workshops at the state and Midwest levels.

Our priorities for the coming year include advocating and supporting change in financial aid programs which impact on Latino college students; examining Chicano-Latino Studies programs in the Midwest to see how these may be strengthened; assessing the status of affirmative action and developing strategies to insure our fair representation; and promoting tenure for Latino faculty members.

My perspectives will also be those of an Assistant Dean of Students at Loyola University of Chicago. In this role I serve as an Hispanic student advisor to 731 Hispanic college students, enrolled at the undergraduate, graduate and professional school levels, as well as serving a number of prospective students. I have had the privilege of developing instrumentation and conducting research into the educational needs of Hispanics in the Chicago area through the support of the Ford Foundation as a member of the Hispanic Alliance.

The problems here are the following. At the high school level we find well-motivated Hispanic students being detoured from access to postsecondary education by roadblocks such as:

Poor high school counseling.—Many students receive misinformation, or no information regarding the requirements for college attendance. Worse yet, some are deliberately tracked into the vocational programs without regard for their potential.

Lack of financial resources.—While this is a problem for Hispanics and non-Hispanics, the situation is worse for Hispanics who as a group are concentrated in lower paying occupations, or who are unemployed. In Chicago, the Hispanic Alliance found that of the Hispanic high school seniors surveyed, 63 percent reported that their fathers were occupied as manual laborers. The result is that we see many of our Hispanic youth employed part or full-time during their high school years in order to help support their families. The costs are high. The possibilities of not being able to achieve a grade point average which reflects their potential because of these increased responsibilities; or of taking longer than four years to finish high school; or of not being able to handle this load and dropping out; are possibilities which at a given point become realities for these students.

High drop-out rates.—In addition to dropouts resulting from the above circumstances, we see dropouts resulting from a poor fit between the student's abilities, expectations, and desires and those of the school system. Depending on the school we have seen dropout rates between 20–90 percent. This is a scandalous situation.

We also know that many of our Hispanic students begin two year colleges with the idea of transferring to four year institutions, but this seldom occurs. The majority of Hispanic students found in these colleges are concentrated in the first year. Some are there to complete certificate programs of one year or less, others aspire to the Associate's degree but drop out before completion. Again, lack of financial resources and supportive services play a role in the drop out of these students.

The TRIO programs funded by the federal government to provide a means of access to higher eduction for the educationally and/or financially disadvantaged student have met with differing levels of success in recruiting and retaining the Hispanic student. Unfortunately, Hispanics remain a minority within a minority in these programs executed in the Midwest. In some of these programs, such as those at Northern Illinois University, the primary beneficiaries are the Black students, even though in its service area exist Hispanic students who would meet the criteria of the program, but who are not recruited.

At both public and private universities, we find Hispanic students experiencing financial difficulties. At Loyola for the 1981–82 year, approximately 80 percent of all Hispanic students were receiving some form of financial aid, totalling over $1,000,000. There is no question that this is a financially needy group of students. By their senior year, we find approximately 79–83 percent engaged in part-time or full-time work. The changes in the amounts of the federal financial aid programs, i.e. the cutbacks in the NDSL and GSL programs have caused some concern. Our students have responded by seeking more employment, cutting back the number of credit hours carried to the level of part-time student, and stopping out or dropping out of school.

In many colleges and universities emphasis is placed on recruitment of Hispanic students without regard to the question of retention. As a result the collegiate experience for the Hispanic student can be likened to that of a revolving door. Although supportive services for these students has proven to be an important factor in retention, few institutions in the Midwest provide supportive services geared for the Hispanic student.

What role should the federal government play in improving the status of the Hispanic in secondary and postsecondary institutions? While the following list is not exhaustive, I submit these recommendations for your consideration:

(1) Develop incentives for universities to strengthen guidance and counseling training programs; more of the same type of guidance counseling in our high schools and same numbers of guidance counselors will be a detriment to our Hispanic students, especially those attending inner city schools.

(2) Provide funding to encourage cooperative efforts between high schools and postsecondary institutions; and between two year and four year institutions to aid the transition of the Hispanic student and other disadvantged student of higher education. The Ford Foundation has already set aside some funding for these types of programs in order to develop models. However, the federal government's participation is needed to make this a reality in more than just a handful of institutions.

(3) Provide increased levels of support for community based organizations to make outreach to Hispanic parents of high school and college aged youth. Frequently, due to their lack of formal education and financial resources, they are not able to advise or assist their children on educational matters. The CBOs could play a role in training parents to be an effective resource for their children in educational matters.

(4) Provide fellowships and scholarships to Hispanic university students interested in teaching and counseling. We have so few to act as role models and to provide input into decisions affecting the education of the Hispanic community.

(5) Provide a more careful monitoring system of federally funded educational programs to insure that the number of Hispanic students participating in the programs is proportional to the number of Hispanics in the service area population.

(6) Insure that a broad cross-section of Hispanic educators in meaningful numbers, are placed on federal task forces, commissions, subcommittees, etc., dealing with issues which affect the education of Hispanics as well as non-Hispanics in this country.

Thank you for your time and attention.

Mr. SIMON. Thank you for your testimony.

Your mention of the TRIO program, part of it clearly is we ought to direct the TRIO program to be specifically conscious of the Hispanic students.

Ms. EAMES. That's correct.

Mr. SIMON. If I may ask Dr. Villgas, if you were able to get the Federal Government to get three things that would be of help, or make it two or four, very specifically, what would you recommend?

Mr. VILLGAS. Well, basically, from the presentations I have heard all morning, we need to emphasize programs at the precollege level, based on the fact that, for example, in our institution, we deal with adults. Even though I addressed that issue, those who have been out of school for the past 10 or 15 years are willing to continue and pursue an education, but they lack those skills. That is our situation, basically, but gross nationwide, as far as getting more Hispanic youth into the mainstream of higher education; we basically need to reinforce, by all means, some programs that reinforce those academic skills in the educational system that is prevalent in cities like Chicago. This needs to be addressed.

Mr. SIMON. We thank the three of you very, very much.

Mr. ASTUDILLO. Excuse me just a second.

Mr. SIMON. Yes?

Mr. ASTUDILLO. I would like to add something else about this program. We students have already passed through several problems trying to join a higher education, like college, and have—somebody else mentioned it. If we could have a program where we could get training and go out of the college, like high schools and institutions where we can find Hispanic people who are going to be the future students of universities or high institutions; I would say that would be great—a big opportunity to help our own people get the training in our college, like we can become advisors, or counselors, and help our own people.

Mr. SIMON. I thank you for that contribution, and we thank the three of you.

Let me just reiterate what I've said earlier. We are in the process of redrafting the Higher Education Act, and any specific suggestions, as you reflect on this, that you want to send to us, we would welcome it.

Thank you very very much.

Next, we would like to call on Mr. Ray Romero and Mr. Roberto Rivera. Mr. Romero is assistant counsel for the Mexican-American Legal Defense and Education Fund, and Mr. Rivera is a researcher with Aspira.

Mr. Romero?

STATEMENT OF RAYMOND G. ROMERO, ASSOCIATE COUNSEL, MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATIONAL FUND

Mr. ROMERO. Good morning.

First of all, I'd like to thank you, Congressman Simon, for having us here presenting testimony today.

Our testimony is going to be directed to the inequities in the financial assistance programs, and the resulting barriers to Hispanic participation in higher education.

The source for financial assistance in the State of Illinois is the Illinois State scholarship commission's monetary program. Data from the commission shows that in the fall of 1981, there were 28,586 Hispanic students enrolled in undergraduate, higher education, degree granting institutions. This comprised only 4.4 percent of the total student enrollment in higher education in Illinois. Of that 28,000, a total of 10,626 Hispanics, 37 percent of that total applied for monetary work grants in 1981-82.

Now, a total of 8,197, or 26 percent of those enrolled, actually received grants—excuse me—there were award grants, and 6,348 of them actually received the grants. That is, they enrolled in the schools.

The gist of my testimony is to try to offer some explanations as to why that is happening, why it's such a low rate for Hispanic students.

First, Hispanics, by and large, do not have the benefit of parents or relatives who have already attended college. Of the Chicago metropolitan area, only 8 percent of the Hispanic population has attended college for 1 to 3 years. That compares to 15 percent and 17 percent for whites and blacks, respectively. So we don't have those resources to draw upon, that kind of informal processing through relatives, brothers, friends, cousins, aunts, uncles, and parents. We don't have individuals who are close to us who can assist in filling out the complex technical application forms.

In addition, the early application deadlines require families to have income tax information at the time they are filing their financial aid applications. Now, Hispanic families, who are unaware of the relationship between income tax information and financial aid, are going to lose out, either by virtue of having incomplete applications, or for filing their applications too late.

Finally, our experience and observations show that Hispanic high schools students—and this has been reiterated by just about every person giving testimony today—receive little or no counseling in the financial aid process; and to the extent that Hispanic students do receive college counseling, the vast bulk of it directs them to 2-year institutions or community colleges rather than 4-year institutions.

In Illinois, over two-thirds of Hispanics in higher education are enrolled in community colleges; that is an outstanding percent.

For those few Hispanic students who have already been identified by their high school counselors as 4-year college material, the financial aid process is made readily accessible. On the other hand, the majority of those Hispanic high students who are not members of their high school's college club, or who were not perceived by their high school counselors as 4-year college material: those students are going to be ignored for purposes of providing accurate information, financial aid process, and so on.

It's not surprising that by the time these students become aware of the availability assistance, it is too late for aid; it is too late to apply to a 4-year school; and the only viable options that are left to Hispanic students are either attending the community college, or a vocational school at their own expense. Of course, the final alternative is not to attend school at all.

And not only is access by Hispanics to financial assistance difficult, for those Hispanic students who do manage to enter higher education institutions, their share is disproportionately smaller than for other income groups.

By way of explanation, for Illinois in 1981-82, blacks comprised 14 percent of the higher education enrollment, and received 27 percent of the money distributed. Hispanics account for 4 percent of the total enrollment, and yet received only 7 percent of the State aid distributed.

But we're not challenging the need that blacks have for significant financial assistance; what we are doing is pointing out the disparity in resources which Hispanics have available, and the significant financial aid needs that continue to exist among Hispanics.

Ironically, Illinois recently faced efforts to reduce the amount of State scholarship funding available, from a 100 percent need basis to a 50-percent need, and a 50-percent academic excellence or achievement basis. In other words, only one-half of the statewide appropriation to the scholarship fund would be available to financially needy students.

Maldef testified before the Illinois General Assembly in opposition to the proposal, and pointed out the obstacles such a change would present to Hispanic access to higher education. Our testimony concluded that the inescapable result of the new proposal would be that some students who can already afford a higher education will receive financial assistance, while the large number of students who do need financial assistance would not get any.

Fortunately, the proposal died in the general assembly, but the danger of such propositions exist, not only at the State or local level, but also at the Federal level. We trust that this committee, this subcommittee, will take into account our testimony today, and consider rejecting any such proposal.

Now, specifically, let me make some recommendations which we believe can begin to address the concerns and problems that I've raised today, and increase the opportunity for low-income Hispanics to receive a higher education.

No. 1—I'm sure you've heard this many times—increase in the funding of programs. Second, that the Pell Grant formulas recognize Hispanics attend low-cost community colleges and may live at home; yet they are still unable to contribute family resources to their education. In other words, the fact that they're living at home, the fact that they're not attending a 4-year institution should not be held against them. Some recognition ought to be made in the formula, so these students are not penalized for living at home and attending low-cost community schools.

Three: Greater proportions of Federal financial assistance resources be shifted towards those programs that are directed towards the needier students, in particular the Pell grants, supplemental education opportunity grants, SEOG, and college work/study, and away from those programs in which students do not have to demonstrate need. That addresses the academic excellence kind of proposals that I referred to a minute ago.

Fourth: Provide money to community based organizations or universities to assist Hispanic students and their families to fill out and complete application forms, and provide them financial assistance counseling; this is what you had asked with respect to the first panel. You asked what can specifically be done to increase the access of counselors, of good counseling to Hispanic high schools students. It seems to me that that would be a very appropriate way of addressing the problem; that is, channeling money to those groups which either have some expertise or experience in counseling, higher education, and the financial assistance process; and allow them to help use the networks that they've already developed to instill that kind of learning among Hispanic high school students.

Fifth: Streamline and simplify the application process for financial assistance. Currently, it's just far too technical and far too complex for families, as I've described earlier, who have not had the benefit of other relatives going through it before them. It's just much too difficult.

Sixth: This is, I think very important; collect data on ethnicity, income, and related characteristics of Federal financial assistance programs. In order to measure whether or not the programs are reaching the people that we're hoping it reaches, and the people that it's designed to serve, I think it's important that the Federal Government take steps to document and account for and, in effect, monitor the money that is distributed, and make sure that it is reaching those people for whom it is designed.

I believe that the implementation of these recommendations will help increase the number of qualified needy Hispanic students in our Nation's higher education system thereby tapping a vast reservoir of talents and skills not only for the benefit of the Hispanic community, but for society at large.

Thank you very much.

[Prepared statement of Raymond Romero follows:]

PREPARED STATEMENT OF RAYMOND G. ROMERO, ASSOCIATE COUNSEL, MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATIONAL FUND

My name is Raymond G. Romero. I an the Associate Counsel for the Midwest Regional Office of MALDEF (Mexican American Legal Defense and Educational Fund) located in Chicago. MALDEF is a national organization dedicated to ensuring the civil rights of Americans of Hispanic descent. With offices throughout the country, MALDEF has, for over a decade, devoted itself to guaranteeing constitutional and civil rights in the areas of education, employment, voting rights, and immigration, among others. We appreciate and welcome the opportunity to testify before the subcommittee regarding Hispanic participation in higher education. Our testimony is directed to inequities in financial assistance programs and the resultant barriers to Hispanic participation in higher education.

When we look at data which shows the level of economic participation of Hispanics in the United States and compare it to educational attainment levels for Hispanics the conclusion is inescapable that both of these areas are interrelated. On a national level, the median income of Hispanics is 33 percent lower than that of whites. In Chicago alone the 1980 Census Reports show that for Hispanics the median income was $15,630 or seventy percent of the white median. Since the 1970 census, the median income of Hispanics has dropped by six percent. The 1980 census also shows that 24 percent of the Hispanic population in Chicago lives below the poverty level as opposed to 11 percent of the white population. Finally, the census shows that for 1981, Hispanic unemployment averaged 12 percent while white unemployment averaged 7 percent.

With today's rising costs of higher education, the opportunity to acquire a higher education utilizing family resources exclusively is only within the reach of a small proportion of the population. Financial assistance considerations become absolutely essential for the success of any plan designed to increase the accessibility to higher education for our nation's student age population of which Hispanics comprise a large proportion. Our concern is to insure that financial assistance is reaching the Hispanic community equitably. This testimony will focus on Hispanic accessibility to state aid with some recommendations to improve Hispanic access to financial assistance generally.

The source for financial assistance in the State of Illinois is the Illinois State Scholarship Commission Monetary Program. Data from the Commission shows that in the fall of 1981 there were 28,586 Hispanic students enrolled in undergraduate higher education degree-granting institutions. This comprised 4.4 percent of the total student enrollment in Illionis. A total of 10,626 Hispanics, or 37 percent of all Hispanics applied for the 1981-82 Monetary Award Program and a total of 8,197 or 26 percent of the Hispanics enrolled in Higher Education received awards. Only 6,348 of these actually enrolled.

By way of comparison, 58 percent of the blacks enrolled in higher education in Illinois applied for state aid and 22 percent of the white students applied for financial assistance. The point to be made is that of the two most economically disadvantage groups, blacks and Hispanics, Hispanics apply in a far lower proportion than blacks.

There may be several reasons why Hispanic students do not apply for financial aid to the same degree as their low income counterparts. First, Hispanics, by and large, do not have the benefit of parents or relatives who have attended college. Only 8 percent of the Hispanic population in the Chicago Metropolitan area have attended college for one to three years, compared to 15 percent and 17 percent for whites and blacks respectively. Moreover, nearly 50 percent of all Mexican Americans over 25 years of age have not completed high school. This means that Hispanic students do not have parents capable of assisting them to fill out the complex, technical application forms.

In addition, the early financial aid deadlines require applicant families to have their income tax papers completed at the earliest possible date. Hispanic families who are unaware of the relationship between financial aid applications and early income tax filing will lose out on the application for being filed too late or incomplete.

Finally, our experience and observations show that Hispanic high school students receive little counseling in the financial aid process and, to the extent hispanic students receive college counseling, the vast bulk of it directs them to two year community colleges, rather than four year institutions. In Illinois, over two-thirds of the Hispanics in higher education are enrolled in community colleges. In California, almost 90 percent of the Hispanic students are enrolled in community colleges. Based on our own observations and experiences we find that there is a direct relationship between the failure to apply for financial aid and the decision to attend a community college. For those few Hispanic students that have been identified by high school counselors as four year college material, the financial aid process is made readily accessible. On the other hand, the majority of Hispanic high school students who are not members of the "college club" or who are not perceived by their high school counselor as four year college material are ignored for purposes of providing them with information on the financial aid application process. It is therefore not surprising that by the time these students become aware of the availability of financial assistance it is too late to apply for aid; it is too late to apply to a four year school, and the only option remaining is to attend a community college or vocational school at their own expense, or of course, to not attend college at all.

In order to appreciate the significance of our assertions, the subcommittee should realize that the drop-out rate for Hispanic high school students in Chicago ranges from 30 to 70 percent. The result is that counselors will ignore the vast majority of Hispanic students since there is a better than even chance that any Hispanic student will not finish high school. From the perspective of the Hispanic high school, the difficulties of dealing with a hostile and dangerous school environment make simple survival the top priority, instead of joining "college clubs."

Not only is access by Hispanics to financial assistance difficult, but for the group of Hispanics that manage to enter higher education institutions, their share is disproportionately smaller than other low income groups. Research done in both California and Illinois demonstrate that Hispanics do not receive an equitable share of financial aid resources. In California, black students enrolled in the junior college system receive 22 percent of all financial aid distributed while they constitute just 9 percent of the junior college enrollment. In contrast, Hispanics, who account for almost 13 percent of the junior college population, receive only 14 percent of the financial aid.

The Illinois figures, not limited to community colleges, are similar. Blacks comprise 14 percent of the higher education enrollment and receive 27 percent of the money distributed. Hispanics account for 4 percent of the total enrollment yet receive only 7 percent of the state aid distributed. We are not challenging the need that blacks have to receive significant financial assistance. Rather, we wish to point out the disparity in resources which Hispanics receive and the significant financial aid need which continues to exist among Hispanics.

As we pointed out previously, in Illinois and nationally, Hispanic income levels are below those of the rest of the population. The resources of the Hispanic family are more directed towards subsistence needs, thus making less money available for higher education. In Illinois, the Illinois State Scholarship program provides some of the difference between family resources and the cost of higher education thus making it possible for some Hispanic students to attend post-secondary institutions.

Ironically, Illinois recently faced efforts to reduce the amount of state scholarship available on a need basis to a 50 percent need and 50 percent academic achievement basis. In other words, only one half of the statewide appropriation to the scholarship fund would be available to financially needy students. MALDEF testified before the Illinois General Assembly in opposition to the proposal and pointed out the obstacles such a change would present to Hispanic access to higher education. Our testimony concluded that "In effect, under the suggested changes to the Act, ninety two percent of the eligible Hispanic students would have competed for 50 percent of the available monies thus reducing their chances of acquiring financial aid by one half or more depending on the individual institution's minority enrollment demographic profile and financial status. . . . The inescapable result of the new proposal will be that some students who can already afford a higher education will receive financial assistance while a large number of students who need financial assistance would not get any."

Fortunately, the proposal died in the General Assembly. But the danger of such propositions exist not only at the state or local level but also at the federal level. We trust that this committee will take into account our testimony today and reject any such proposal.

Finally, we are very concerned about the significant shift in the last six years away from grants and towards loans as the dominant source of financial assistance. Studies have shown that students from low income backgrounds express a strong reluctance to borrow money for education. Any trend away from grants will reduce the resources utilized by Hispanic students to enter or remain in a post-secondary institution.

We wish to make several recommendations which we believe can begin to address some of these problems and increase the opportunity for low-income Hispanics to receive a higher education.

We recommend:

(1) An increase in the funding of Pell Grants;

(2) That Pell Grant formulas recognize that Hispanics attend low-cost community colleges and may live at home yet are still unable to contribute resources to their education;

(3) Greater proportions of federal financial assistance resources be shifted towards those programs that are directed towards neediest students, in particular Pell Grants, Supplemental Educational Opportunity Grants and College Work Study, and away from those programs in which students do not have to demonstrate need;

(4) Providing money to community based organizations to assist Hispanic students and their families to fill out and complete application forms and provide financial assistance counseling;

(5) Streamline and simplify the application process for financial assistance;

(6) Collect data on ethnicity, income and related characteristics of federal financial assistance recipients.

The implementation of these recommendations will help increase the number of qualified, needy Hispanic students in our nation's higher education systems thereby tapping a vast reservoir of talents and skills for the benefit of the Hispanic community and society at large.

Thank you.

Mr. SIMON. We thank you for your very specific suggestions.

Now we're pleased to have Mr. Rivera testify.

STATEMENT OF ROBERTO RIVERA, ASPIRA, INC. OF ILLINOIS

Mr. RIVERA. Thank you, Mr. Simon.

My name is Roberto Rivera. I work with Aspira Inc. of Illinois, a community-based educational institution responsible for placing nearly a thousand students into colleges and universities during the 1982-83 academic year.

According to figures compiled on the race or national origin of degree students enrolled in Illinois colleges and universities before 1982, Latinos accounted for 4.4, or 30,408 students in Illinois colleges and universities. TRIO special services program data for the State of Illinois indicates that 661 Latinos were served by those programs throughout the State.

Of particular interest, is the fact that of those 661 Latinos are indicative of 10.58 percent of the total population served by special services in Illinois, this figure only represents 2.17 percent of the total Latino enrollment for the state. It is worth noting that Latino under access to special services may in part be the results of distribution of program allocations and priorities within the State. For example, 28.92 percent of the students served by these programs are within the city of Chicago, as opposed to 71.08 percent of students outside of Chicago where the underenrollment of Latinos is more expensive.

The following is a breakdown of race or national origin of student enrollment in special services program in the State of Illinois, 1979-80: black, 3,187, or 50.94 percent; whites, 2,005, 32.12 percent; Hispanics, 661, 10.58 percent; Asian Americans, 368, 5.89 percent; and native American, 29 or .46 percent.

Another aspect of Latino under access to special services is the fact that staffing patterns in these programs reflect a general lack of sensitivity towards the Hispanic community by higher educational institutions, and special services programs in particular.

According to the Midwest Directory of Hispanics in Higher Education—Illinois, we find the glaring fact that fewer than five Latinos are employed by special services programs throughout the State. While it is difficult to assess the relative impact or effectiveness of special services programs in relation to the retention of the Latino student, it can be said that, given the revolving door that many Hispanics face in Illinois colleges and universities, the impact is minimal. For example, Northern Illinois University's office of special projects is responsible for graduating over 1,500 students during its 13-year tenure. Of the 1,500 students, fewer than 50 were Latino.

This figure becomes even more distressing when one considers the fact that Northern Illinois University's special services program is the largest program in the State of Illinois.

According to a recent study by the Center for Latino and Latin American Affairs at Northern Illinois University, only 1 Latino of 10, recruited and served by the office of special projects at Northern, will graduate. It should also be noted that Northern's special services program accounted for 74 percent of the academically dismissed students for the entire State of Illinois special services population for the 1979–80 program year.

In comparison, Northeastern Illinois University's Projecto PaLante, a university funded program as opposed to TRIO funded program; thus, not included in any of the TRIO data program information, focuses on the recruitment and retention of Latino students from Chicago inner-city schools. Since its original inception, Project PaLante has been responsible for increasing the Latino student enrollment nearly tenfold in 10 years.

I'm not going to read year by year, but let's simply say this. In 1970 when the program began, there were 97 Hispanic students at the university; and in 1981, there were 951.

The following table illustrates how Northeastern Illinois University has evolved as the leading university within Illinois, with the largest percentage of enrolled Hispanics; that is to say, within the 4-year systems. Although Projecto PaLante was instituted as a recruitment program, it became obvious that mere recruitment would not alter the overwhelming education or support system deficits predominant in the Latino inner-city community. These deficits, oftentime, have unfortunately been converted into victim blaming practices and rationales by special services program and higher education institutions throughout the State in regards to cultural and linguistic minority groups.

Project PaLante has been able to transcend these obstacles; language barriers, cultural-instititutional shock, lower socioeconomic status, inadequate educational preparation as a result of their retention rate; that is to say, 54 percent of all student that they recruit graduate, an overall graduation of 700 students.

Simply, I would like to recommend two things concerning special services, if I may. One, that there be guarantees and mandates by the Federal Government that special services program, particularly in Illinois—however, I have not researched it outside of Illinois—be responsible to better serve Hispanic students. This is reflective of the fact that so few staff members are Hispanic, and so little in the form of human relations, understanding, and multicultural counseling, Orientation alone does not lend itself to the Hispanic student. Obviously, the Hispanic student senses this, knows this, and, therefore, does not take advantage of the services offered.

And, second, that increased efforts be insured that Hispanic staff be located as to facilitate the process of better servicing the Hispanic student and, may I add, human relations development.

Thank you.

[Prepared statement of Roberto Rivera follows:]

PREPARED STATEMENT OF ROBERTO RIVERA, ASPIRA, INC. OF ILLINOIS

My name is Roberto Rivera, I work with Aspira Inc. of Illinois—a community based educational institution responsible for placing nearly one-thousand students into colleges and universities during the 1982-1983 academic year.

According to figures compiled on the race or national origin of degree students enrolled in Illinois colleges and universities for Fall 1981, Latinos accounted for 4.4 percent or 30,408 students in Illinois colleges and universities. TRIO-Special Services Program data for the state of Illinois indicate that 661 Latinos were served by those programs throughout the state. Of particular interest is the fact that although 661 Latinos is indicative of 10.58 percent of the total population served by Special Services in Illinois, this figure represent only 2.17 percent of the total Latino enrollment for the state. It is worth noting that Latino under-access to Special Services may, in part, be the result of the distribution of program allocations and priorities within the state. For example, 28.92 percent of the students served by these programs are within the city of Chicago, as opposed to 71.08 percent of students outside Chicago were the under-enrollment of Latinos is more extensive.

The following is a breakdown of race or national origin of student enrollment in Special Services in the state of Illinois in 1979-1980.

	Number of enrollment	Percent
Black	3,187	50.94
White	2,005	32.12
Hispanics	661	10.58
Asian-American	368	5.89
Native-American	29	.46

Another aspect of Latino under-access to Special Services in the the fact that staffing patterns in these programs reflect the general lack of sensitivity toward the Hispanic community by higher educational institutions and Special Services programs in particular. According to the Midwest Directory of Hispanics in Higher Education-Illinois, we find the glaring fact that fewer than five (5) Latinos are employed by Special Services programs throughout the state.

While it is difficult to access the relative impact or effectiveness of Special Services programs in relation to the retention of the Latino student, it can be said that given the "revolving door" that many Latinos face in Illinois colleges and universities, the impact is minimal. For example, Northern Illinois University's Office of Special Projects is responsible for graduating over 1,500 students during its 13 year tenure. Of these 1,500 students, fewer then 50 students were Latino. This figure becomes even more distressing when one considers the fact that Northern Illinois University's Special Services program is the largest program in the state of Illinois. According to a recent study by the Center for Latino and Latin American Affairs at Northern Illinois University, only one Latino of 10 recruited and served by the Office of Special Projects at Northern will graduate. It should also be noted that Northern's Special Services Program accounted for 74 percent of the academically dismissed students for the entire state of Illinois Special Services popluation for the 1970-1980 program year.

In comparison, Northeastern Illinois University's Projecto Pa'Lante, (a university funded program as opposed to TRIO-funded program, thus not included in any of the TRIO program data), focuses on the recruitment and retention of Latino students from Chicago inner-city schools. Since its original inception, Projecto Pa'Lante has been responsible for increasing the Latino student enrollment nearly ten-fold in 10 years.

Breakdown of the Fall Enrollment of Hispanic Students at Northeastern Illinois University 1970–1981.

Term and Year, Fall

	Number[1]
1970	97
1972	172
1973	345
1974	548
1975	678
1976	795
1977	881
1978	941
1979	995
1980	1053
1981	951

[1] Cumulative number of Hispanics enrolled.

The following table illustrates how Northeastern Illinois University has evolved as the leading university within Illinois with the highest precentage of enrolled Hispanics.

Although Projecto Pa'Lante was instituted as a recruitment program, it became obvious that mere recruitment would not alter the overwhelming education or support system "deficits" predominant in the Latino inter-city community. These "deficits" oftentimes, have unfortunately been converted into victim-blaming practices by Special Services Programs and higher education institutions throughout the state in regards to cultural and linguistic minority groups. Projecto Pa'Lante has been able to transcend these obstacles (language barrier, cultural and institutional shock, low socio-economic status and inadequate educational preparation) as illustrated by their retention level (54 percent of all students recruited-graduate) and overall graduation of over 700 Latino students since its inception.

I recommend that:

(1) More effort be made by Special Services Programs throughout the state so that Hispanic students be better served by federal based programs.

(2) That increase efforts be insured that Hispanic staff will locate as to facilitate the process of better services for Hispanic students and human relations development.

Mr. SIMON. Thank you very much. I am fascinated by your Northeastern Illinois University figures. Can you tell me a little more about how Projecto PaLante works?

Mr. RIVERA. First of all, I do not work with the university; that is to say there will be somebody today giving testimony. Santos Rivers, who is the director of that project who can certainly give you the in and outs of how well that program is doing—its origins and how it came about, and what does it do in terms of retaining of Hispanics.

Mr. SIMON. I believe he is not here yet.

Mr. RIVERA. No. He is not here, but I understand that he is scheduled to give testimony today.

Mr. SIMON. Is there anyone here from the university in case he is not here?

All right. If he does not show up, I would be interested if you would see to it, or if staff can see to it that we get some information on that, because these are the kinds of statistics that we ought to be seeing at a lot more universities.

Mr. RIVERA. And, further, let me also add this though. That inasmuch as I agree with you these success stories need to be sought, looked at, and, perhaps models developed, we need to also be critical of programs that do not fare well in servicing populations that they are designed to do. That is to say, the Hispanic population is a sizable population in the Northern Illinois area, yet programs such as the one at Northern Illinois University has not fared well, continue not to fare well, and, if you will, choose not to fare well.

Mr. SIMON. We will, No. 1, pass along your comments to the president of Northern Illinois University. No. 2, I think that not only your testimony but the testimony of others, including the other witness right with you there, suggest that we ought to have at least report language saying that TRIO ought to be broadening its base a little more; not suggesting that what they're doing is not good. I'm a strong supporter of TRIO.

Mr. RIVERA. So are we. However, we need to face the fact that within TRIO, there are priorities in certain populations. Our population has not historically been prioritized.

Mr. SIMON. I might mention for Mr. Romero, your comments about financial aid deadlines and that sort of thing, these are very practical considerations that we're going to be trying to address. In fact, particularly with the Supreme Court decision on legislative veto, we could face a situation whereby what an administration cannot get through its budget request when we resist it, it can come along with regulations and achieve in the way of cutting back student enrollment and student assistance, simply through maneuvering deadlines, and that sort of thing, and we're very conscious of that, and I hope we can safeguard against that problem.

Beyond that, your testimony has been excellent. We appreciate not only your testimony, but what you're doing through your two organizations.

Thank you very much.

And our final witnesses are Dr. Elias Argo, who is the assistant to the president of the City Colleges of Chicago, and Miriam Lugo, assistant to the vice chancellor of the City Colleges of Chicago. But before they testify, let me recognize Dr. Paul Vega, who is the vice president of Malcolm X College.

Mr. VEGA. I thought to come because maybe we could be of some assistance.

Mr. SIMON. We'd be happy to have you join us at the witness table.

We will take a 2-minute recess at this point. We'll be right back.

[Whereupon, a brief recess was taken.]

Mr. SIMON. We're back on the record, and we're pleased to have as the next two witnesses not only experts in the field, but personal friends, Dr. Elias Argo is extremely knowledgeable, not only in the field of higher education but in the Hispanic community in Chicago. We are pleased to have you here.

STATEMENT OF ELIAS ARGO, ASSISTANT TO THE PRESIDENT OF THE CITY COLLEGES OF CHICAGO

Mr. ARGO. Thank you very much, Congressman Simon.

I do want to clarify for the record that although you're very kind, I do not yet hold a Ph.D., I just have a master's.

Mr. SIMON. We're going to give you an honorary one here today.

Mr. ARGO. We are sorry that we do not have brief remarks, because as you are probably aware, we learned of your hearing just very recently. We will try to be as short and as quick as possible. We thank you for the opportunity of allowing us to be before you.

Let me briefly describe where we are in terms of the Hispanics of City Colleges of Chicago, and I will tell you about City College of Chicago.

City College of Chicago was founded as a community college in 1966. We are what is called a multicampus district, district 508. We are governed—we have 17 colleges in Chicago, Loop, Citywide, Daley, Kennedy, King, Malcolm X, Harvey, Truman, and Wright Colleges. We also have the Chicago Institute, with vocational training programs with two centers, south and north, and a learning adult center.

We are governed by seven members of the board of trustees, who are appointed by the mayor of the city. Currently, we have an annual budget of $185,365,496 for this current annual year. We also have a nonvoting member who is a student of City Colleges. Because we are a community college in the State of Illinois, we have an open door policy and, therefore, our students could be called, also, the nontraditional students.

Some of the figures and some of the profiles I'm going to give to you are based on the 1982 data, which is the official data we have sent to the board of higher education. We have not yet completed our data for 1983.

Right now, our enrollment for 1982 was a head count of 260,000 students, of which 65,000 are in regular college programs, 86,000 are in adult and continuing education, 190,000 are in the skills institute programs. Of these, of Hispanic background, we have a combined number in registered regular programs and the Chicago Skills Institute, 15,898. This represents 14.8 percent of the students of Hispanic background in the system in the fall of 1982.

Let me also mention that our enrollment declined, so this fall semester will probably be slightly lower, but it's much higher than some other people have quoted earlier.

The rest of the population in the City Colleges of Chicago is 46.1, black, 31.8 white, 6 percent Asian or Pacific Highlander, and 1.2 other.

In the City Colleges of Chicago, we have approximately 75 percent of all Hispanic students attending community colleges Illi-North. We have the overall amount and a number in Illinois of slightly over 20,382 students for the fall of 1982.

We could also tell you that our Hispanic student follows a very similar trend as the other students attending community colleges, particularly City Colleges of Chicago of other racial and ethnic backgrounds. The average student, therefore, is between the ages of 30, 35, or older. Many of our students are not high school graduates. Because we have an open-door policy, we can admit a student who has not finished high school, who can attend part-time, and after proving their academic standard situation, they are allowed to come full time. Therefore, we can admit almost anybody, of any kind of background, of any kind of situation, in terms of economic, financial, or edcuational wise.

Many of our students did finish the general education development and, therefore, are coming to City Colleges.

The typical City Colleges of Chicago student is not a full-time student, and is basically more of a part-time student, and many of them are evening students, because as it was stated earlier in Latino families that most of them have to work, come from a large family situation, and so they have to work and study. So they usually have a part-time job.

We do have a kind of unique situation at City College of Chicago because we get students who are recent arrivals from Puerto Rico, Cuba, Mexico, and other Latin American countries. Therefore, one of the first problems that the student faces, as the person was speaking of earlier from St. Augustine, is the language problem.

Therefore, in addition to that, the foreign born student who has assimilated, or who are children from immigrant families, also may face a language difficulty problem. In terms of the problems that our students face, I think it's been said earlier, but I would like to restate it again, and of course it's in terms of recruitment.

We at City Colleges of Chicago find a slightly different situation in terms of State or private universities. When we watch for recruiting, because Hispanic students have also become a target of recruitment of those institutions, sometimes we are facing what we would call an unfair competition because of the kind of program, the kind of financial backing that they have versus what we have at community colleges.

Because of that strong competition, we actually do not get as many traditional, what we said earlier, high school graduates, our numbers are very small.

Our second problem is also in terms of retention; we do have a very low retention in terms of our Hispanic students, and generally speaking, as a community college, as I mentioned earlier. In terms of our Hispanic students, it is calculated—this is an estimated guess—that two of our Hispanic students are graduating with associate of arts degrees or certificates. Therefore, they tell us that we have some more concerns with regard to Hispanic situations, remedial programs that could meet the needs of the Hispanic students.

Of course, it was also stated earlier, and I'm going to restate it again, we need bilingual—in some of our vocational training programs we have some experimental programs going on, bilingually speaking, and so forth, but it is not, at this moment, a fact associated with the City College of Chicago.

We need a stronger, obviously, counselor, and, of course, more Hispanic counselors. We have a strong English as a second language program at the Chicago Skills Institute and some of the other colleges, Loop and Truman Colleges, too. Yet, we need to develop a more comprehensive English as a second language program that could assist our students who are recent arrivals, as I mentioned before.

Obviously, we need remedial programs in basic subject matters, such as math, reading, and other courses, because reading becomes a very important issue as you come into the City College of Chicago, as it's an insitution of higher learning. As you are probably aware, many of our students, or any students of Hispanic background are coming to institutions of higher learning; their reading level ability is below the 10th grade level. So it's very difficult for community colleges to actually take a student, in a sixth or seventh reading level, given the remedial program that he or she needs, and then make sure that they do finish their associate of art degrees in a short period of time. We have to develop more programs at that level, and we will need to assist them.

It has been talked about this morning, in terms of financial aid problems. It is true that many of our students do quality for financial aid, but many of them do not get it because of being the nontraditional type of coming from a family, sometimes, that can make a decision at almost at the very last minute; for instance, the Illinois City College Commissioner has a first-come-first-serve basis. By the time our students do come and do apply for, let's say, the Pell grant and the Illinois City College Commission, they don't get it. Therefore, without financial aid, the students do not come. At this moment, for instance in 1982-83, only 41 students in the whole system received the maximum amount of money of the Pell grant of $1,600.

We need a more comprehensive financial aid package that address in terms of deadlines, of simplicity of information. It's very extreme for a student, particularly of a Spanish-speaking family, to receive the application in Spanish, and all the requirements sometimes are complex: if you make a slight mistake, it has to be sent back to California, and then it takes 4 to 6 weeks. By the time the student is finally getting his or her financial aid, the semester is gone, and they didn't have money for books, or for transportation, or what have you.

We understand that financial aid is not a subject of income but, obviously, in our community colleges, with the type of students, particularly with Spanish students and minority students, this becomes a must; otherwise, they cannot attend.

We want to recommend that there is an increase in the maximum allowance of financial aid; we need to intensify money. At this point in City College of Chicago, the government's source is only 2 cents of a dollar. We need to get assistance in increasing the allocation for community colleges and city colleges in areas such as developing institution programs, and advanced institutional development programs and, of course, we would suggest that you would include, as you're talking about the Higher Education Act, research grants.

One of the problems I think that all of us have been talking about, and I didn't involve the State of Illinois with groups like the Council on Higher Education for Spanish Speaking that also has met; it's been very clear for the last 10 years since the TRIO programs started in 1970, the situation for Spanish speaking, or Hispanic students has not dramatically or drastically changed in institutions of higher learning, and that includes State universities as well as private universities. I think there has been some concerted effort to bring that about, but at the same time, they don't retain students, so the number does not increase.

Therefore, we need to have some research grants that can tell us, not only to the state universities, but to community colleges, why that we are not retaining our students. We don't have that kind of money. Community colleges cannot afford that kind of situation, in terms of financial aid funds or research study or what have you. We don't have a way of knowing after a student has graduated; it's most likely that one of the two may go to institutions for higher learning, and probably one of them will eventually graduate from that institution. So we need to find out why we are becoming like a revolving door, although we're trying to be a 2-year community college, and what happens to our students who do graduate and what happens to the students who did not finish. Why is it that they do not finish? We have the 1 year; we have the one semester. We give them intensive years of program, and yet, when it comes to graduation time, the numbers are very small.

Let me move into the area of faculty, where we are in terms of Hispanics, because I think it's important that you understand where the picture and the whole perspective of Hispanic students and Hispanic people are in the City College of Chicago.

This is factual data and, of course, you may make your own conclusions. The number of faculty members at city colleges of Chicago for this 1983 year are 1,283 faculty members. The faculty ratio ethnic background is white, 866; black, 323; Hispanic, 24; Asian, 68; American Indian, zero. As you can see, if you compare 24 faculty members versus 483, it gives you less than 2 percent of faculty members, right now in 1983, teaching at the City College of Chicago. I should also tell you as a point of comparison that in 1966, when the city colleges of Chicago became independent from the Chicago education system, we had 7 faculty members teaching at City College of Chicago; 17 years later, we have 24.

Administrators, and, of course, in those 24 we include a couple of counselors, I think most of them are tenure at this moment.

In terms of administrators, City College of Chicago has 160 administrators; white, 78; black, 62; Hispanic, 13; Asian, 5; American Indian, 2. If you again compare, you will find that in the administration, we have actually less than 10 percent of any kind of administrative role, and, of course, not at the top level.

Let me just give you a point of comparison in terms of the other minorities in the city colleges of Chicago; for instance, the black minority. In 1966, the black faculty, we had 24. In 1983, we have now 323 black faculty members. In 1966, I mentioned we had Hispanic 7, and in 1983, now we have 24.

Of course, this is important when you're talking about role models, when you talk about people they can look up to, the high schoolers. I am also involved in working in some organizations with the Chicago Board of Education and, of course, I agree with some of my colleagues and other educators who presented testimony this morning, that before we can make an impact in the community colleges or in institutions of higher learning, we have to strengthen the quality of education, counseling and tutoring that goes on in inner-city schools, particularly in Chicago.

Of course, we need, in terms of solving problems such as the one I just mentioned with faculty and administrators, we need to get assistance from the Government and strengthen the affirmative action guidelines and guidelines. We need to make sure that minorities, and particularly Hispanics, have programs within the equal opportunity, that we have staff development, upward mobility, timetable in terms of representations in the community college and, of course, in an institution of higher learning; I think it also applies to the institution of higher learning.

Let me tell you that, unfortunately, and I hope under the new administration of our new chancellor these will be changed, but at this moment, we have no Hispanic vice chancellor. We have no person of Hispanic background in any of the city colleges. We have only one vice president, who you have present here, is the highest Hispanic ranking administrator in the system. We have no deans and we have no directors. As I mentioned to you, we have 13 administrators, but we are in the lower echelons.

We, of course, also feel that maybe your assistance at the Federal level will be to develop, in order to correct problems like this, fellowship programs adapted to minority needs, particuarly Hispanics. I know, for instance, because I've been on one of them through private industry, the Kellogg Foundation offers an educational leadership program for minorities, Hispanics, and blacks as well; but I haven't heard of any opportunities at this similar level, funded through affirmative action or any kind of legislative assistance from the Congress.

We need these in order to develop the skills for Hispanic administrators and faculty members so we can move in the structure of the institute of higher learning and, in this case, particularly city colleges of Chicago. We're not saying it ought to be only for city colleges, but I'm saying that City College of Chicago typifies some of the problems we are facing.

We're here not talking about our students, but we're talking about the whole higher educational structure as it is right now being implemented.

We, of course, need more financial aid assistance for our students, and any other funding that we can get.

In conclusion, I think we need to have a concerted effort among State and Federal Government, in the financing of community colleges more adequately.

Of course, in summarizing, I can see that there are problems in recruitment. We need remedial programs and supportive services. In addition to that, we need an effective information system that will tell us where the students are, where the students go. We need to do an analysis of the educational opportunities in the State of Illinois for Hispanics at all levels and, of course, somebody mentioned some of the changes in financial aid.

We need, as I said, to generate more faculty, qualified Latino professionals so they can be hired in systems such as the one we work for, particularly in tenure positions. In City College of Chicago, there is a 2-year tenure situation. After 3 years, you normally get tenure, and right now we have hardly anybody tenured who are Hispanics.

We need to, of course, develop more programs for our administrators so we can have decisionmaking positions in the system.

I just want to finalize by thanking you again for allowing us to tell you some of our concerns, and for giving us this opportunity.

Thank you, Congressman Simon.

Mr. SIMON. We thank you, not only for your leadership but for some dramatic statistics that illustrate the need for these hearings, and for the Federal Government to provide some leadership.

Ms. Lugo, assistant to the vice chancellor.

STATEMENT OF MIRIAM LUGO, ASSISTANT TO THE VICE CHANCELLOR, CITY COLLEGES OF CHICAGO

Ms. LUGO. Good morning, Congressman Simon.

I would like to clarify that although I come representing the Chicago Urban Skills Institute of the City Colleges of Chicago, my testimonial reflects the original organization that I came to testify here to you today; that is the Organization of Hispanics in Vocational Education.

This organization is a nonprofit association striving to enhance the opportunities existing in vocational education for Hispanics in the State of Illinois. The membership of this organization is balanced by Hispanic professionals employed by the public and private sector.

As we have heard throughout this morning, and we're all aware, the statistical surveys portray the constant growth of the Hispanic population. Illinois has the third largest Hispanic population in the United States. Although educational institutions, community colleges, and social service agencies have been addressing the need of vocational education and providing some services, the implemented services have not reflected the sensitivity and parity for the Hispanic population for the State of Illinois.

State bilingual projects have not received sufficient funding for research of the Hispanic constituency of this State, and its needs. Experimental projects, as well as established programs in public education institutions lack proper staffing in their bilingual and bicultural personnel appointments. Even more disturbing is the lack of Hispanic personnel in administrative and policymaking positions in the stated institutions.

The lack of appropriate personnel makes recruitment, retention, and continued success of providing survival skills to Hispanics, hard to achieve.

The Organization of Hispanics in Vocational Education recommends that this committee make an effort to: No. 1, assure that existing moneys be appropriately distributed to allow for a research project, or projects, which would reflect accurate and thorough statistics on Hispanics and their current participation in vocational education, or traditional educational programs; further, that these statistics reflect the administrative, the managerial, and the support service staff whom are of bilingual and bicultural backgrounds.

No. 2, that Hispanic members of professional organizations and community agencies, working with and providing vocational educational services, be recommended and nominated for committees which are recommending change in funding for programs and research.

And No. 3, that Government-funded projects, agencies, and institutions place more qualified Hispanic professionals with expertise in vocational education to key and planning positions.

In conclusion, on behalf of the Hispanics in Voc-Ed, we would like to thank you for the time allotted to hear our concerns and recommendations.

Mr. SIMON. We thank you very much.

Dr. Paul Vega, who has already been cited as that lonesome example of a vice president, we're pleased to have you here; not in that lonely role, but pleased to have you here as one of the leaders.

STATEMENT OF PAUL VEGA, VICE PRESIDENT OF MALCOLM X COLLEGE, OF THE CITY COLLEGES OF CHICAGO

Mr. VEGA. I am happy to be here this morning.

I would first like to restate and support the recommendations that have been presented to you earlier, by some of your panelists, specifically Dean Eames from Loyola University, Mr. Harry Romero from MALDEF, and my associate, Mr. Argo from Loop College.

I wanted to address one specific issue that was presented to you by associate, Elias Argo, and that's the situation of the disparity, the apparent disparity in faculty positions and administrative positions.

It's an issue that must be looked at. We must draw attention to that disparity, but one of the things that we must keep in mind is that the courts in this country are presently groping with a very serious issue, and that's the issue between the policies of an institution with regard to affirmative action, versus the position of seniority in collective bargaining agreements.

As you may know, the City Colleges of Chicago has a collective bargaining agreement, with both a clerical union and a faculty union, which is different than most other public 4-year institutions and private institutions. If we are to address the problem of parity in these positions in these hirings, we must look at, not only sensitizing the internal structure of the organization, but also looking at the union structure and the union provisions that to a large extent insulate and perpetuate this disparity. Right now, the minority faculty members in the union being the last hired, stand to be the first fired, legally, right on the basis of the collective bargaining agreement. Those members, traditionally, who have been part of the collective bargaining union are white. Those recent members are the blacks, and the most recent, then, would be the Hispanics.

In a time of restrictive budgets, budget cutbacks, when you have to lay off the people who are going to be terminated first, obviously they are going to be the Hispanics and then the blacks; so that the issue of how you begin rectifying this is not as easy as it sounds, just by saying, well, I think we ought to hire more.

Apart from the budget, you also have other provisions in our collective bargaining agreement, which specifies that the tenured faculty in a department will have the power to recommend whether a person is offered an initial contract or not, and this carries a lot of weight. Many times a college president could attempt to override that and fight it, but it's very difficult when you have the majority of a department, your academic colleagues, making a recommendation for not offering a contract.

The people they offer contracts to, to a large extent, are associates that they already know, or people that they can identify with. So it is a difficult problem that we have to address.

I'm happy to answer any specific questions.

Mr. SIMON. I thank the three of you. If I may address some specific questions.

Mr. Argo, you mentioned seven members of the board of trustees. Are any of them, or how many of them are Hispanic by background?

Mr. ARGO. There's only one. That's Mr. Arthur Velasquez, who was appointed in 1975 and has currently served his term. His term will expire June 30, 1984. The rest of the members—the remaining body of members—actually, one has resigned, that's Chairman Taylor, and he has not been replaced. The remaining five have been serving on expired terms. Some of them run all the way back to 1967, but one is Hispanic.

Mr. SIMON. Two of you mentioned the Hispanic faculty member problem. One of the things, when I talk to college presidents about this, one of the things they come back with is, we have a hard time finding the Hispanics who have the appropriate advanced degrees and there is no question that the percentage of Hispanics, just as the percentage of Hispanics in higher education is lower than it should be, the percentage of Hispanics in graduate education is lower than it should be.

What are you doing, or can be done, or what can we be doing to assist in encouraging the dropoff rate from 2-year colleges to that 3-year or 4-year college, is a fairly precipitous dropoff rate. What can we be doing there?

Mr. ARGO. If I can go first, I think we need to develop programs that help us to retain—the retention of our students. I did develop what everybody thinks was a very good program at the college. It was a Latin American minorities project. We got funded through the advanced student program, and we did offer precounseling, which was mentioned by Sylvia Herrera earlier. We also offer counseling, and we also have bilingual tutoring; and those years when that program was funded, it was very successful. So it seems to me that one of the answers would be to increase the funding in this kind of program, so that it could be through the Federal Government, but with provisos that we ought to have, when possible, a bilingual approach.

I am a strong believer, and a strong advocate of bilingual education. As a matter of fact, I participated in 1973, in the passing of the Bilingual Education Act here in Illinois. And I think some of the concepts in that particular act are relevant to high education, particularly to the community college.

It has to be quality-wise. We have to do a better job, but of course we need more money, more counselors, and more advisors to concentrate on those students and to assist them in every way; that is, to pick up a student at the sixth or seventh grade level; you help them with skills, with academic problems, then through financial aid with the financial situation, and then you follow it through the 2 years. But it has to be a consistent effort, more individualized; somebody earlier talked about the number of students who have to be in a given class. That's another issue that could be also addressed.

But supportive services at this moment we need badly.

Mr. SIMON. One of the points that you made was that the student programs are so complicated. It is one of the things we hope to address in our reauthorization; at least some simplification, because when I talk to a group of college and university presidents about student aid, pretty soon their eyes glaze over. It gets so complicated, and how can a counselor, who has to handle 500 students, and handle an emotionally disturbed student as well as a variety of other things, keep track of all these programs.

Mr. ARGO. Not only that, but some of those departments get to be so pickish. Recently, I had a student who was having a problem. All her forms were correct. The only thing is that for the State she had put Missouri instead of Illinois, or what have you; and just because of that, it took her 9 weeks to get it corrected from Missouri to just Illinois. She had to go through financial aid; she had to go through a series of steps before she could actually be sent back equivalent material. The student is no longer with us. She couldn't wait to get her financial aid. She couldn't afford the basic needs, tuition and book money, and she dropped out; and we hope that we will be able to help her next year.

But simplication is very important—and explanation. One of the things I mentioned was an information system. You're talking about which ways.

One of the things I think is not happening in the Hispanic community and generally speaking in the minority communities, is actual information to the parents in the community, to simplify it, to accurately fill out those forms. Parents don't understand why they need the income tax forms.

People who have public aid have to go and search a public aid caseworker, and they have to issue a letter saying how much money they received for that particular given year. In the meantime, everything is on hold. So it seems to me that if we were to provide with some sort of moneys, some way of developing information to our communities, the minority communities, they can go ahead and apply as early as possible.

The college student who comes in from the suburbs, who is what is traditionally called college bound, is already doing most of his information and sending his financial aid by December 1 of the previous year. Our student sometimes do it 1 month before, 2 weeks before. By the time they get everything done, it is too late; money runs out.

Mr. SIMON. There is, in response to requests from some of us, there is a Federal folder now describing student aid programs that is in Spanish, but I find that it does not seem to be widely circulated.

Mr. ARGO. It isn't, and even the applications at this moment are also in Spanish. It's not only the language problem, but it's the technicalities involved; when you have a parent who is a factory worker, or a mother who is a housewife, they don't have the sophistication that sometimes these forms require; and the financial aid personnel—Dr. Vega can be a witness to that—would not have enough personnel in the financial aid offices.

We have people standing in line in our school, as long as 5 and 6 hours, because they can't be taken care of by a person in the financial aid office.

Mr. SIMON. Ms. Lugo, you mentioned in the vocational field, we are in the process also of reauthorizing the Vocational Education Act. While that is not the jurisdiction of our subcommittee, we will keep some of your suggestions in mind. Also, your suggestion of compiling statistics, it seems we could direct NIE, the National Institute of Education, to move in that direction a little more aggressively.

One other question, if I may address it to any of the three of you who wish to answer it, one of the problems we face is in the 2-year colleges—and I was the sponsor of a bill setting up the Illinois 2-year college systems, so I'm sympathetic. I'm not being critical here when I say this but the 2-year colleges were originally, generally, tuition free schools. We have gradually moved away from that. As we move away from that, we are, in fact, depriving the opportunity for an education to a great many people.

Is there some way that the Federal Government can encourage schools, at least, not to increase tuition, or if they don't have tuition now, not to initiate tuition?

Mr. VEGA. I think we all want to respond to that.

Mr. SIMON. OK. We'll give all three of you a chance.

Mr. VEGA. Your Honor, the reality of the situation is that costs have escalated in higher education from the time when that period, when tuition at colleges was free. The expenditures are there. The way the Government can help is to target moneys to make up the difference for what that tuition is going to be. There's no other way. You can't cut costs. City colleges of Chicago are very fortunate to have a triple-A bond rating, and are very solvent. To do otherwise would be to begin to tamper with sound fiscal policy.

But the costs are there. The way the Government can help would be to subsidize the difference in terms of what the student would have to pay.

Ms. LUGO. I think that in the case of the Chicago Urban Skills Institute, and as you look at the institutions that provide vocational education, that the community colleges, unfortunately, have left the mission of community input. They started on the basis of community need, et cetera. The community input is especially as vital as it is crucial to the initiation and implementation of vocational programs.

I think that what the Federal Government needs to do is, along with what Dr. Vega has stated, provide more funds; but there is also a need for a vehicle whereby private industry is encouraged, where there is matching funds. One of my problems in trying to maintain our linkages with private industry is in trying to subsidize. We're always going to them for the subsidy. So we need these additional funds that Dr. Vega is talking about, and again, that there be something stated that the community input is crucial.

Mr. ARGO. You've touched a soft spot. City colleges were not charging tuition. In 1974, we started to charge $4 a credit hour, and we moved up all the way to last—in spring semester, $20 per credit hour, and now we are $23 per credit hour. That is basically what Dr. Vega just said; it is a cost of revenues. Right now, the way it is distributed officially is as property taxes, 39 cents; estate sources, 42 cents; so you can see that the community and other sources achieve 3 cents.

You can see that the fear of participation in a community college is very low, and there's no way we are going to be able to increase at this moment. As a matter of fact, it's right now a problem for the following year, and usually we request *x* amount of money and take it over to higher ed or to the Community College Board, and it is usually cut down, so there is no physical way, realistically speaking, that at this moment we can say we're going to be increased by 42 cents. How the committee feels is that there is a break in taxes. So at this moment, it seems to me that there has to be an explanation of what are your sources of funding, of which I'm not that familiar with; title 2, title 3, title 7; probably there is some way where we could maybe compete better in terms of community colleges.

The other problem we have is like in title 3. I don't know who raised these proposals; I don't know who in Washington takes care of making those decisions, but somewhere along the line, we're always turned down.

We have a director of grants who spends full time, and has another full-time person, just trying to seek your assistance through the Federal Government. We don't get it. We follow the guidelines. I think we are creative and innovative; we have the kind of people that probably are ready for an experimental type of education, and yet, we never get them; we're voted down consistently.

We had CETA, for instance; we had the CETA person. We lost that, too, and now under the new legislation it is not totally in the hands of the colleges. It's basically a partnership, and we're really in the hands of the city offices.

I think what we need to do is increase the fair law money, the fair participation at community colleges, they're people from Loyola and Mundelein and so forth, and they're prospective students, and no matter how low in income they might be, they have their own view of how they want to finance their education; our students do not.

So we need the most attention where we're not getting it. So we say fine, pay $23 per credit hour, full time $276, and then you get an education, but it's not that easy. You have to study the overall needs in order to have a successful student. I don't think we have the resources yet at a community college.

One thing that bothers me at the third level is I work for the university that is called Circle, but I also participated throughout the State. I've visited every university in the State of Illinois, and I could see the formulas of allocation, of how much money the State universities get from the Federal, from the State.

We have, let's say for Loop College or Malcolm X, or what have you—you walk half a block—I think you were there recently for one of the forums. Maybe you saw the building; in that building we house 8,000 students; we have no cafeteria, we have no type of services. We have a small lounge. We have no physical education program, we have no entertainment program; we had to cut down our drama program, our theater program. Our legal law program has been slashed down because how can you fit, and meet successfully, 8,000 students' needs; they just come in and out.

Ms. LUGO. I think—just to add to that, because I feel it's important, the role that Chicago Urban Skills Institute plays is—you were talking about attrition. One of the vehicles—it's the reason Urban Skills exists, is to serve as a vehicle to mainstream our students to the city colleges, but again, because of lack of funding, we're not able to compete with some of the other community colleges, especially when you look at community colleges in Texas or California, in providing the type of technical training that they're talking about.

Our equipment has to be donated. Our equipment is antiquated, and over 50 percent of it, I would dare to say, is not in proper working condition. So here is where we have the ability to offer some type of remedy to the financial stress, we cannot do it because we lose students in the process of trying to get them to complete a program that would give them some relief of financial stress; so that needs to be also looked at.

Mr. ARGO. The Los Angeles community colleges, I was dying of envy when I saw all of the euipment that those students have in community colleges; we're moving into high tech. California, particularly Los Angeles, is moving into high tech at the community college level, and there's nobody that we can compare. Illinois is far behind in terms of vocational training, and any other kind of high tech; we just started to hear the word.

In Los Angeles, I saw welding with robots and computers. I personally visited the Community College of Los Angeles because I wanted to have a point of comparison. When I came back to Illinois, I was totally depressed.

Mr. SIMON. Yes, Dr. Vega. You get the final word here.

Mr. VEGA. In closing, we talked earlier about the disparity among student populations, faculty, and professional populations. There's also a disparity in funding relative to 4-year institutions and community colleges.

What Mr. Argo was talking about is very much true. There appears to be an inherent bias on the part of readers who themselves are college graduates. All professionals are going to have to have been graduates from a 4-year institution, and there is this inclination to view a 4-year institution in a better light than the community college, especially the city colleges.

City college was just named a community college a few years ago. We were really just a junior college, and that stigmatized a certain subordinate position to 4-year institutions. So in terms of funding patterns, I think you will find that when we have to compete against the 4-year institutions for Federal resources, for State resources, and for even recruitment of students, on a community to community basis, we don't have the wherewithal to compete.

They have greater resources; they have personnel that can engage in better lobbying efforts than we can. We just do not have those kinds of money. On the other hand, there is no other institution in the State of Illinois that attracts the types of students that city colleges would attract. We have, in fact, attracted the students who are least able to afford an education. We attract the students who are academically least prepared to pursue a career in vocational education, or in a transfer program to a four-year institution; yet, we have the least resources.

Mr. SIMON. We thank you very very much. The result that we produce in the Higher Education Act is not going to solve all your problems, but I hope it can move some steps in the direction of solving your problems.

We thank you again, both for your testimony here, and your leadership.

This concludes our hearing.

[Whereupon, at 12:35 p.m., the subcommittee was adjourned.]

[Material submitted for inclusion in the record:]

PREPARED STATEMENT BY SANTOS RIVERA, COORDINATOR FOR PROYECTO PÁ LANTE, DEPARTMENT OF SPECIAL PROGRAMS, NORTHEASTERN ILLINOIS UNIVERSITY

Mr. Chairman and Members of the Subcommittee: On behalf of Northeastern Illinois University's Hispanic outreach program, Proyecto Pa'Lante, we appreciate the opportunity to appear before this Subcommittee to testify on the crucial theme of Hispanic access to higher education.

My comments and recommendations are based on my experience and expertise in the area of student affirmative action programs for Hispanics in higher education. I will briefly cover some traits of our program (Proyecto Pa'Lante) focusing on education-relevant aspects of it and, in conclusion comment on needs and issues that I feel will intensify Hispanic representation and participation in higher education.

Proyecto Pá Lante is a distinctively organized, comprehensive, educational and related support service program designed an dedicated to increase, retain, and graduate Hispanic students who are (1) primarily from depressed inner-city communities, (2) socially/culturally different, (3) educationally disadvantaged and/or academically deficient, and whose individualness is identified by emphasis of the Spanish language, and, therefore, have been historically denied access to higher education. Proyecto Pá Lante over the past eleven years has helped this traditionally underrepresented group to overcome barriers that poor and academically underprepared students encounter, and, thereby, provided the opportunity for access to higher education and the needed academic and related support services that assist the Hispanic students in their adjustment to the University in order to enhance their scholastic achievement and persistence to the Bachelor's Degree and beyond.

Over the years our experience has lead us to view our achieved success as being largely due to the sincere commitment and wisdom from a broad spectrum of individuals who recognized that our so called "underprepared Hispanic students" are talented, motivated, and dedicated individuals who were never given a chance to develop and apply their rich resources.

Proyecto Pa'Lante was instituted in the Fall trimester of 1972 for the purpose of recruiting Hispanic students whose high school academic performance denied them access to post-secondary institutions. The Act composite mean for Proyecto Pa'Lante freshmen admitted to the University for the past ten years is a static 8.2. Three-fourths of these students ranked in the third or fourth quartile of their high school graduating class. Fifteen percent of our entering freshmen attended alternative high schools or GED centers.

While students who enter the University through Proyecto Pa'Lante enroll in the same courses as other regular admitted students, the program students are provided a structured curriculum in their first year designed to increase the probability of success in college. Within this curriculum, most of our 95 to 125 annually admitted program students are enrolled in certain development courses (accredited). Every student is assigned to one of the program counselors who act as the student's advisor for the first two years that they are enrolled in the program. Most of these students continue their relationship with their assigned advisor after their first two years. Analysis of advisor usage indicate that 90 percent of the students in the program see their advisor on a regular basis.

The results of our efforts have been most rewarding to the program and a credit to the University. For example, for the past ten years the mean grade point average of every Proyecto Pá Lante freshmen group is 3.4 on a 5.0 grading scale at the end of their first year of study. This achievement has resulted in a steady retention level of 64 percent at the end of every two year period for students admitted as freshmen through Proyecto Pa'Lante. Twenty-five percent of the program students who withdraw within their first two years of study indicate financial reasons or transfer to another post-secondary institution to pursue areas of study not offered by the University. Where previous educational instruction failed, student affirmative action programs—such as Proyecto Pa'Lante, have been able to succeed due to its persistence and efforts to provide for its students academic support and services, and to improve their academic performance success by working at the student's academic level and striving for scholastic achievement at its highest level possible.

As a result of Proyecto Pa'Lante's participation in Hispanic higher education, Northeastern Illinois University has witnessed a dramatic increase in the number of Hispanic enrollment who currently comprise ten percent of our University student population. In Table 1, I have illustrated the enrollment results of Hispanic students from 97 in 1970 to 1,101 in the Fall of 1982. It can be noted that the dramatic increase in Hispanic enrollment began in the Fall of 1972 when Proyecto Pa'Lante recruited its first freshmen group. The presence of more Hispanic students on campus as a result of Proyecto Pa'Lante served as motivational and psychological support, particularly in the classroom, to those Hispanic students entering the University through general admissions or as transfers. Secondly, the programs rendering of services to all Hispanic students rather than restricting work with only Proyecto Pa'Lante students has contributed to the overall graduation of 700 Hispanics in the past ten years at Northeastern Illinois University.

The current political mood and status of our nation's economy endangers the future of innovative student affirmative action programs for Hispanics. We are facing a steady decrease in educational financial assistance funds for needy students and for the continuum of quality education for the underprepared and underrepresented Hispanic student. Critics of student affirmative action programs will underscore the recent warnings of the National Commission on Excellence in Education about the "tide of mediocrity" that is flooding academic institutions and use it to influence the removal of funding and support for non-traditional programs designed for the advancement of the neglected underprepared and underrepresented student.

More restrictive pre-college admission standards will place a further burden on Hispanic access to higher education, especially when a disproportionate number of our Hispanic students come from disadvantaged socio/economic environments whose primary and secondary do not the available resources to comply with the "hysteria" to respond to the national movement to reform education. The end result will find the poor and underrepresented Hispanic trapped lacking access to higher education.

I am certain that everyone here today will concur with me to the fact that the complexity of modern society requires a well-educated citizenry richly diversified by race/ethnicity. Nevertheless, most will agree that the Hispanic's low level of educational attainment has prevented us from being part of that well-educated citizenry. This level of attainment will further decline due to a failure to increase the equity with which educational resources necessary to foster Hispanic higher education are allocated. In light of all past and present inequities, Reagan's 1984 proposed budget focuses on changes for federal education funding that will severe to a larger degree Hispanic access to higher education.

Reagan's 1984 budget proposal has targeted for defunding and/or extremely reduce several catagorical programs that serve Hispanic interests in education, such as the Fellowships for Graduate and Professional Study, HEP and CAMP programs, migrant education, and bilingual education. Reagan further proposes more extensive cuts in financial aid programs for needy students (Pell, SEOG, NDSL, etc,) that are already at a severe low. Many public universities and colleges have been experiencing a decline in enrollment of low-income students due to lack of adequate educational financial assistance to meet the rising cost of a college education. Reagan's budget proposal reflects the lack of sensitivity and responsibility for the needs of the underrepresented and underprepared Hispanic student. We can expect a higher attrition rate among Hispanics in higher education that will eventually diminish our gains in securing adequate education and equal participation.

In summary, I urge the members of this Subcommittee, and other educators to support and promote student affirmative action programs that provide quality educational and related support services to Hispanic students in higher education. Some critics of student affirmative action programs for Hispanic higher education ignore one vital aspect of the importance to sustain this type of educational entity: Proyecto Pa'Lante, as a student affirmative action program, has long recognized that the quality of instruction in public schools has posed a threat to the competent development of our youth and that the Hispanic has been the most victimized. Proyecto Pa'Lante, to a large extent, has done more to re-inforce quality education through its pioneering efforts. Furthermore, Proyecto Pa'Lante has been contributing to the recommendations of the National Commission on Excellence in Education before it became public. For example, Proyecto Pa Lante stresses and applies the importance of effective writing, reading, and mathematical skills, as well as the need to improve knowledge and participation in the natural sciences and technology. The re-inforcement of the Hispanic student's culture and identity that contributes to the strengthening of character and self-concept is a major aspect of our program's philosophy. In essence, Proyecto Pa Lante and other Hispanic student affirmative action programs are educational entities which have contributed highly to the economical and educational survival of our nation. Failure to sustain these programs would truly be ironic.

I urge that we all work together to reject any budget proposals that will further hinder Hispanic access to higher education and that we initiate the mandating of legislation for securing Hispanic representation in all levels of higher education.

The population of Hispanics in the United States number close to 18 million. Hispanics are the youngest racial/ethnic group in the United States and have less resources available than any other racial/ethnic group that compose the rest of our nation's population. These factors pose serious and far-reaching implications for Hispanic higher education if we fail to address them in a creative and ingenuous spirit.

We appreciate this opportunity to testify before the members of this Subcommittee on the critical issue of Hispanic access to higher education.

TABLE 1.—*Fall enrollment of Hispanic students at Northeastern Illinois University 1970–82*

	Cumulative number enrolled
1970	97
1972	172
1973	345
1974	548
1975	678
1976	795
1977	881
1978	941
1979	995
1980	1,051
1981	985
1982	1,101

Source: Northeastern Illinois University, Chicago, Ill.

LOYOLA UNIVERSITY OF CHICAGO,
Chicago, Ill., January 18, 1984.

Hon. PAUL SIMON,
Representative from the State of Illinois, House of Representatives, House Office Building, Washington, D.C.

DEAR MR. SIMON: Thank you for your attention to testimony presented in Chicago regarding Hispanics in higher education. In response to your request for additional information, suggestions, etc., which would have a bearing on the re-authorization of the Higher Education Act, as it affects Hispanic students, I respectfully submit the following.

There is no question that the majority of Hispanic students in college or college-bound have financial aid needs. Funding for Title IV programs should be increased at a rate which makes postsecondary education a reality for the majority of Hispanics who are motivated and are academically qualified. The simplification of forms used with Title IV programs will encourage eligible Hispanic students to apply for financial aid. Hispanic students and their parents find the forms to be a barrier in themselves in gaining access to higher education.

To make higher education accessible to Hispanic students, funds should also be set aside to be used in printing bilingual (Spanish-English) materials such as the "Student Guide," for prospective college students and their parents informing them of typical costs of higher education and how these costs can be financed. As an Hispanic student advisor at Loyola I can say that the previously printed bilingual materials have been helpful in counseling prospective students and their parents. Most of the time the prospective student is fluent in English but has parents who do not understand English or are uncomfortable in speaking it. When discussing financial matters which tend to be complicated, the use of bilingual materials has been well received and very helpful. Unfortunately, this past year I discovered that due to lack of funding, the Student Guides were no longer being printed in Spanish. In cases when the student does not have access to counseling, bilingual financial aid information is extremely valuable.

Title V, Teacher Training, is especially important. Hispanic students have few role models at all levels of education. Yet fewer of our Hispanic college students are education majors. Incentives should be developed to attract more Hispanics into the education occupations. We also know that the quality of urban education has declined. For the most part our Hispanic students are found in the inner city. Most do not have the luxury of attending suburban or private high schools. Under Title V, incentives could be developed for individuals to teach in inner-city, or urban school districts could be instituted. Finally, in strengthening teacher programs we should not forget that we live in a pluralistic society. The curriculum should reflect this fact. Incentives for institutions who develop or add to their curriculum in recognition of this could be initiated. If we want stronger teachers, we need stronger teacher training programs.

Funding for the Fund for the Improvement of Postsecondary Education (FIPSE) is vital to the development of innovative ideas which strengthen higher education. The past record of FIPSE includes awards for programs that serve the non-traditional student. Hispanic students are among those who benefit from this program. Therefore, the funds for this program should also be increased.

In short, re-authorization of the Higher Education Act with the suggested changes is vitally important for Hispanic students as well as for the maintenance and continued growth of this country as an educational leader among nations.

Thank you for your attention.

Sincerely,

ANGELES LACOMBA EAMES,
Assistant Dean of Students,
Hispanic Student Advisor.

[Material submitted in lieu of the Los Angeles, Calif., hearing follows:]

PREPARED STATEMENT ON INSTITUTIONAL AID BY JAMES M. ROSSER, PRESIDENT, CALIFORNIA STATE UNIVERSITY, LOS ANGELES, CALIF.

Mr. Chairman and Members of Congress. My name is James M. Rosser and I am President of California State University, Los Angeles, a position I have held for the last four years. Before assuming this Presidency at Cal State L.A., I was Vice Chancellor in the State of New Jersey's Department of Higher Education and prior to that Associate Vice Chancellor for Academic Affairs, University of Kansas.

I am pleased to have the opportunity to appear before this subcommittee today to testify on the reauthorization of the Higher Education Act of 1965 and its impact on Hispanic students. The essence of my comments today will focus on the theme that in reconsidering this legislation we must remind ourselves of and strongly reaffirm our belief in American ideals. Those of us who are well acquainted with the thoughts and aspirations of minorities in this country know of their intense belief in America as the land of the free and of equal opportunity. It has been through their efforts to achieve equity, primarily, that America has made significant movement toward realizing its potential as a democracy. This hearing is a good illustration of the opportunity available to all Americans to participate in the democratic process and to have their views on the Federal role in higher education heard.

The theme, then, of my remarks is equity in higher education. In an article published in 1982, John Egerton delineates what I believe is one of the major issues that must be addressed in higher education today.

"As . . . minorities have sought to overturn and overcome the legacy of segregation, questions of race and equity have assumed greater importance and urgency on virtually every college and university campus in the nation. Much change has taken place in the past decade, but many unresolved issues remain." (Race and Equity in Higher Education. Ed. Reginald Wilson. Washington, D.C.: American Council on Education, p. 25)

The reauthorization of the Higher Education Act of 1965 addresses some of those issues, which are inclusive in the term equity and may, I would submit, be thought of as an opportunity for the Federal government to reconsider its commitment to American ideals through the institutions of higher education.

In California the efforts to achieve meaningful access, strategic retention and graduation for minorities are complicated by a rapidly changing demography. Over

50 percent of the state's population will be minority by 1990 and Hispanics alone will account for 27 percent of the total. Accordingly, a large non-English as a first language minority student clientele, one that should increase throughout this decade, is having and will have a significant impact. Nevertheless, the fundamental purposes of higher education as they have been defined over the last quarter century remain essentially unchanged. Upon higher education still rests the major responsibility for expanding and transmitting the store of human knowledge and for educating and preparing people, from widely divergent backgrounds, both young and old, for the social, economic, scientific, and political complexities of both the present and the future. How well that is done will depend on how equitable education is in the state of California. If it is a truism that the effective education of all Americans is reflective of the quality of education received by those who have been historically undereducated, then, the aristocracy of opportunity that has been so characteristic of American higher education must be alleviated. Programs designed to recruit, admit, and support students heretofore excluded by conditions of economic and educational disadvantage should, therefore, be continued and strengthened. Education as described by many is still the great equalizer of the human condition.

Looking now at the reauthorization of the Higher Education Act of 1965 and its potential impact on Hispanics and other minorities, let me share with you some statistics regarding higher education in California and how the Federal role can enhance our situation here.

(1) While there will be a decline in the 18–24 age group in California during the remainder of this decade, there will be an increase in the proportion who will be minority from approximately 39 percent in 1980 to 46 percent in 1990.

(2) While over 40 percent of the traditionally college age population in California is minority, only 27 percent of 4-year public college and university students are minority and a mere 17 percent of the degree recipients are minorities. In contrast, whites represent 60 percent of the college age population, 73 percent of enrollments and 83 percent of degree recipients.

(3) In 1980 minorities were 27 percent of the First Professional degree recipients from California public higher education institutions, while whites were 73 percent.

(4) Minorities in 1980 also were only 23.9 percent of graduate enrollment in California public higher education and received only 16.7 percent of all graduate degrees awarded.

(5) Blacks, Hispanics and Native Americans generally are not pursuing nor receiving bachelors, graduate or professional degrees in those fields and disciplines which are in high demand in either business and industry or higher education.

(6) The majority of all minority college students are now enrolled in two-year institutions that collectively have a poor record of developing future recipients of undergraduate, graduate and professional degrees.

I believe that given the demographic trends I have just cited, the Federal government must give increased emphasis to the achievement of equity in higher education. In fact, I believe equity should be the fundamental basis for the Federal government's role in support of higher education. Historically, in social programs, the major thrust of Federal aid has been to achieve equity for those populations whose needs have not been adequately met by state and local governments. Thus, through these programs, the Federal government has played a critically important redistributive function by reallocating resources based on need. I believe the Federal government must play the same role in higher education.

While I cannot provide you with detailed recommendations on how this may be done in the short time I have, let me briefly mention some of the issues I believe you should address as you consider the reauthorization of the Higher Education Act.

First, I believe there should be a thorough and critical examination of all of the current programs authorized by the Act to determine whether there is sufficient emphasis given to the issue of equity and whether the programs designed to achieve equity are, in fact effectively accomplishing this objective. In regard to the latter point, I would like to suggest that funding of such programs be based on audits of actual performance; i.e., on the basis of result rather than intent. Presently, in many existing programs, there appears to be little incentive for successful performance. In these times of fiscal stringency, we must place our scarce resources in those institutions that can clearly demonstrate their ability to carry out successful programs. Furthermore, I believe that greater emphasis must be placed on programs that will increase the numbers of minority and disadvantaged students in those fields, such as science, engineering and business, in which they are presently severely underrepresented and in which a good share of the future job opportunities will lie. And finally, I believe that the Federal government should explore new and innovative ways by which to develop intersegmental relationships between the various types of institutions, ranging from the two-year institutions to those granting the doctorate, to increase the opportunities for minority students to gain upward mobility through the various segments.

Second, I believe that the Federal government must reexamine the policies and procedures that are currently used to target funds for minority and disadvantaged students. Many institutions with large numbers of Hispanic and other minority students often are not eligible for minority programs under existing criteria. For example, here at Cal State L.A., over 64 percent of our students are ethnic minority so that in absolute numbers, we have more minority students than any 4-year institution in the continental United States. Yet, incredible as it may seem, we were declared ineligible for two programs specifically targeted for minority students. Clearly, the critieria used to determine eligibility need to be reexamined and revised.

We have a similar concern about the Federal College Housing Program. Because we have, until recently, not had any on-campus housing facilities, the rating criteria applied by this program rendered us, in effect, ineligibile for funding from this program. As a consequence, the program discriminates, indirectly, against minority students because they tend, in general, to attend urban, commuter institutions like ours. Since college housing has been shown to enhance the successful matriculation of minority students, whose home environments are often not conducive to study, the ineligibility of such institutions for funding from the Federal College Housing Program creates an unintentional inequity.

One other issue that may be worth mentioning is the fact that many low-income, minority and disadvantaged students, particularly in urban institutions such as ours, frequently cannot qualify for Federal financial aid programs under current eligibility criteria. Because most of our students are older and often have families to support, most of them have to work full- or part-time and, therefore, can only attend school on a part-time basis. Consequently, they cannot qualify for Federal financial aid if their course loads do not reach the required minimum credit units. In spite of this, most of them eventually complete their degree requirements and graduate even though it may take them twice as long as students in other, more typical institutions. It seems to me his situation is inherently inequitable and that possible remedies must be explored.

I might also mention that recent studies indicate that low tuition may be a much greater factor in the access of minority students to institutions of higher education that the availability of financial aid. Since 80 percent of all minority students attend low-tuition institutions, the recent trend toward increasing significantly the tuition at such institutions may have ominous consequences. I would suggest, therefore, that you examine this issue and explore the possibility of a Federal role in curbing this detrimental trend. Such efforts may ultimately have a much more significant impact on maintaining the access for minorities to higher education than singular dependance on financial aid programs.

These are among many other issues related to equity in higher education. In my brief testimony, I have tried to relate a few of these issues to the fundamental ideals of democracy on which this nation was founded. I hope my remarks will assist you and the Congress in the reauthorization process to establish those programs and initiatives that will promote equity, as well as quality and excellence, in American higher education and insure that Hispanics and other minority and disadvantaged groups fully participate in the nation's postsecondary enterprise.

PREPARED STATEMENT BY DR. CARLOS BRAZIL RAMIREZ, PRESIDENT, CITY COLLEGE OF SAN FRANCISCO, SAN FRANCISCO, CALIF.

Chairman Simon and members of the Subcommittee on Post-secondary Education, I would like to thank you for providing me with this opportunity to address you this morning on the issue of Hispanic Access to Higher Education. I hope that my testimony will assist you in drafting legislation that will benefit Hispanic and non-Hispanic students enrolled in community colleges.

As President of City College of San Francisco, a major urban community college, I am keenly aware of the educational needs and aspirations of Hispanic and non-Hispanic students.

Hispanic enrollment in the community colleges of the State of California is high in comparison to those Hispanics enrolled in other postsecondary institutions. It is estimated that 80 percent of all Hispanic students entering colleges and universities in this state are enrolled in community colleges (California Postsecondary Education Commission, 1981). Nationally, 53.3 percent of Hispanics attending postsecondary institution are enrolled in public two-year institutions. (Minorities in Higher Education, Second Annual Status Report of the American Council on Education)

The Higher Education Plan in the State in California has been transformed into the Higher Education Racial/Class System for Hispanics and other ethnic minorities. In this system of higher education, Hispanics have "free" access to the community colleges, limited access to the California State University system, and minimum access to the University of California system.

Community colleges in this State have a policy of open admission and Hispanic students take advantage of the educational opportunities offered to them. But, the community colleges fail to provide them with the supportive services and educational skills needed to gain employment and/or transfer to other institutions of higher learning for a variety of reasons. Hispanic students fail to matriculate from community colleges because of poor academic training at the pre-college level, lack of financial resources, lack of supportive environments at community colleges.

Community colleges in the State of California accept all students, 18 years old or older who can benefit from instruction. Because of their socio-economic status in this society, many Hispanic students are forced to work to support themselves in school. Those students who work are less likely to complete their course of study than those students who have the financial resources available to devote full time to their studies. The financial aid available to community college students is insufficient to meet the needs of all those students who qualify.

City College of San Francisco has a total student population of 26,640 this semester. Over 55 percent of our students are drawn from ethnic minority groups and 57.3 percent of our students have household incomes of less than $15,000 per year. Over 60 percent of our students work either full-time or part-time. The following is a breakdown of our students by ethnicity, income and employment status.

	Day		Evening		Total 1982
	1980	1982	1980	1982	
Ethnicity:					
Alaskan Native/American Indian	0.7	0.4	0.7	0.5	0.5
Black	11.9	14.0	11.2	11.6	12.9
White	35.0	31.6	47.3	46.5	38.2
Latino	10.6	8.2	9.4	7.8	8.0
Chinese	24.1	24.3	16.7	16.9	21.0
Filipino	7.5	8.3	8.0	7.7	8.0
Japanese	2.1	2.1	1.9	1.6	1.9
Southeast Asian	2.0	3.0	1.1	1.8	2.5
Other Asian/Pacific Islands	2.7	1.8	1.4	1.1	1.5
Other	3.4	6.3	2.3	4.5	5.5
Total	100.0	100.0	100.0	100.0	100.0
Income:					
$999 or less	9.4	16.1	3.4	4.9	11.2
$1,000 to $2,999	9.4	9.4	3.5	4.3	7.1
$3,000 to $4,999	12.8	10.2	4.1	3.9	7.4
$5,000 to $9,999	17.0	14.1	12.2	10.1	12.3
$10,000 to $14,999	17.8	16.5	25.0	22.8	19.3
$15,000 to $19,999	11.5	11.3	16.5	19.2	14.8
$20,000 to $29,999	11.8	11.5	18.4	17.6	14.2
$30,000 to $39,999	5.4	6.4	9.8	10.5	8.2
$40,000 and over	4.9	4.5	7.1	6.7	5.5
Total	100.0	100.0	100.0	100.0	100.0
Employment status:					
Full time	23.6	22.6	80.9	77.8	47.0
Homemaker	3.6	3.4	1.8	1.7	2.6
Part CCSF	4.2	2.7	0.7	0.6	1.8
Part other	20.7	19.4	5.7	6.0	13.4
Some part	15.0	15.9	3.6	4.3	10.8
Look CCSF per week	6.7	7.9	0.5	0.7	4.7
Look other per week	8.1	9.7	3.3	4.6	7.5
Not work	18.1	18.4	3.5	4.3	12.2
Total	100.0	100.0	100.0	100.0	100.0

It is not surprising to me that Hispanics and other ethnic minority students fail to matriculate at City College of San Francisco and other community colleges at a high rate when these and other factors are taken into consideration.

During the 1982-83 academic year a total of 1,472 degrees were awarded at City College, an increase of 138 degrees from the previous academic year. The ethnic distribution of those students receiving degrees in 1982-83 is shown below:

Ethnicity	Degrees awarded	Total college	College day	Day: Goal is transfer
Alaskan Native/American Indian	0.3	0.5	0.4	0.3
Black	9.5	13.0	14.0	14.5
White	47.8	38.1	31.5	25.8
Hispanic	6.7	8.0	8.2	7.9
Asian/Pacific Islands	31.1	34.8	39.5	45.4
Other	4.6	5.6	6.3	6.0
Total	100.0	100.0	100.0	100.0

As you can see from this chart, Alaskan Natives/American Indians, Blacks and Hispanics received a smaller proportion of degrees compared to their numbers in the general student body.[1]

During the 1982 academic year, only 8.1 percent Hispanics transferred from community colleges to the University of California and 8.4 percent transferred to the California State University System. The transfer rate of Hispanics from City College of San Francisco during this same period was as follows: 1.2 percent to the University of California and 7.5 percent to the California State University campuses. City College of San Francisco has traditionally had a high transfer rate to the University of California Berkeley campus and to San Francisco State University, but Hispanic and Black students have not been well represented in these statistics.

At the present time, City College of San Francisco is working closely with the University of California, Berkeley and San Francisco State University to improve the transfer rate of Hispanic and Black students in particular. We have a concurrent enrollment system set up with the University of California, Berkeley and extremely good relations with San Francisco State University. In addition to our articulation with these four-year institutions, City College is working closely with the San Francisco Unified School District to recruit Hispanic and Black students in our Balboa Project. This project involves the identification of students in the eleventh and twelfth grades at Balboa High School as prospective students at City College of San Francisco. Counselors work closely with a small group of students to insure their transition to our community college campus.

One of the major problems we currently face is a high student-counselor ratio, approximately 600 students to each counselor. This ratio has a negative impact on our students in that they often require more counseling services than students enrolled at four-year institutions because of their academic backgrounds and personal problems.

RECOMMENDATIONS

(1) A federal program of grants and stipends should be developed to recruit and fund Hispanic graduate students to teach and counsel at the community college level where the majority of Hispanic students are currently enrolled.

(2) Continuation of funding for College and Research Library Assistance with a special program for the acquisition of books, periodicals and other library materials for community colleges. This program is needed to adequately support and maintain

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[1] Ethnic data for those students receiving degrees was only available for liberal arts and general studies students. These figures represent approximately 45 percent of all degrees awarded in 1982-83.

community college libraries to provide quality services for the large number of Hispanics served.

(3) More fiscal and philosophical support for the College Work Study (CWS) and Supplemental Educational Opportunity Grant (SEOG) programs than for the loan programs

More fiscal and philosophical support for the National Direct Student Loan (NDSL) and less for the Guaranteed Student Loan (GSL) program to allow for campus-based control of student's eligibility and debt limits.

More flexibility in allowing for the individual Pell Grant costs of education by students' economic status (i.e., dependent, independent).

Interpretation and implementation of the self-regulatory initiatives (i.e., standards of satisfactory progress) left under the control of the institution.

When appropriate, regulations written to govern specific educational segments in order to reduce the burden to other segments to whom the regulations do not pertain.

COMMUNITY COLLEGES—PAWNS IN A POLITICAL STRUGGLE

by Arthur D. Avila

Most often, attacks on basic rights and freedoms are not made when conditions are normal, but instead are perpetrated when some form of unrest exists or a cloudy economic future looms on the horizon. It is then that, under an apparent cover of need, the harsh blows against basic rights and freedoms are struck. In like manner, California's higher education institutions have come under unrelenting assault. Governor Deukmejian has made higher education pay 40 percent of his budget cuts, and more than one-half of that sum was cut from community colleges. As early as last January, instead of imposing new taxes that could easily have solved the shortage of resources, the Governor made budget proposals seriously eroding support for all education.

The Governor had indicated in campaign speeches that he would not impose new taxes. On being elected, regardless of need, he now self-righteously vows to live by his promises. He refused to levy taxes on cigarettes or alcoholic beverages, oil severance taxes or any other taxes that had for the most part not been changed in twenty to forty years. Instead he chose to make up state budgets deficits by charging tuition from students in the community colleges. He would, in effect, rather tax students than tax cigarettes or liquor.

The budget proposal to charge full-time students a general fee of $100 and part-time students a general fee of $60 per year would end a nearly century-old tradition under which every Californian has had the opportunity for a chance at higher education regardless of wealth or poverty.

Chancellor Gerald Hayward, head of California's 107 community colleges, beseeched Governor Deukmejian to reconsider such drastic proposals.

A coalition on communnity college finance whose membership is made up of outstanding educators, locally-elected trustees of colleges, faculty and student organizations provided the Governor with well-thought-out and diverse proposals for the financing of community colleges, all to no avail. The coalition and the report from the Postsecondary Commission recommended alternative sources of revenue, such as increases in cigarette and liquor taxes, oil severance taxes and increases in sales taxes.

Patrick Callan, Executive Director of the California Postsecondary Education Commission, referring to the potential impact of the Governor's action on students said: "A 100,000 student enrollment loss (about 8 percent of statewide community college enrollment) is a very conservative figure." Voicing his misgiving about all segments of higher education, Callan then went on to say: "This budget is, overall, the worst for higher education in modern times. Not only is support lower and fees higher, but the state's policies are now unclear about access to these institutions and their overall quality."

The Governor throughout the first five or six months of the year had no educational advisor. His advice was based on political considerations and not fiscal or educational considerations. Although all studies indicated that tuition-free community colleges have been and remain in the best interest of the state, such studies were ignored. Even though it was admitted that tuition charges would provide little revenue and would instead deprive many thousands of students of the opportunity to better themselves and society, the Governor was adamant in his insistence on tuition.

Though some budget relief ultimately was granted to the University of California, the State Colleges and Universities, as well as kindergarten through twelfth grade sectors, the community colleges by now had been singled out as the pawns for idealogical battle between the Governor and his Republican supporters in the legislature against the Democrats. As a result, the community colleges, representing 4% of the state budget, were punished with a devastating 24% of all the cuts in the state budget. No other sector of the budget was so assaulted and deprived.

Dr. Leslie Koltai representing the Los Angeles Community College District, an urban district, declared upon hearing the Governors' veto message: "In one simplistic action the Governor of California has ruined the finest educational system in the country."

Governor Deukmejian's vetoing and blue-penciling of the community college budget must be considered in light of what had already happened to community college resources over the last five years. Since 1978 community colleges had suffered a marked decline in state support of about one-third. There was a $40 million shortfall in 1981-82 because insufficient funds were provided to meet enrollment demand. The 1982-83 budget contained no inflation adjustment and no enrollment growth funding, and included a cut of $30 million in specific program areas.

The cumulative effect of year after year of dollar deprivation had already brought some community college districts to the brink of insolvency and has eroded student services, educational quality and educational access for students. Now the Governor has further cut community college appropriations by 7.7 percent, asking that tuition make up the difference, ignoring the fact that tuition would provide less than one-half the budget cut.

On hearing the Governor announce his budget veto message, Gerald Hayward, Chancellor of California Community Colleges, expressed his dismay declaring, "I didn't believe this would happen, frankly, because I thought it was so outrageous . . . I didn't think the Governor would try to balance the budget on the backs of those who can afford it least—community college students."

Why have we come to this point of wholesale deprivation for community colleges which have traditionally been the educational institution for preparing Californians for work? The Governor's cutbacks cripple community colleges which have been a fundamental force in the development of California's diverse industries and subsequent prosperity.

How will we be able to compete internationally in production and trade if we cut back on the institution which has been most effective in providing the technical know-how to keep America at work and would even now help more Americans to get back to work? California is the eighth economy of the world and has reached these heights in economic strength, not only because of its bountiful soil and climate, but most assuredly because of its wealth of educational institutions. Cutbacks on the latter will be a loss for all citizens of this state.

Why is it that in the depths of the Great Depression no one proposed tuition for community college students? The answer is obvious. In the 1930s few people went to college, free of tuition or not. Overwhelmingly it was the majority society, the white male society, who attended.

Today community colleges serve a greater constituency that resembles more the general secondary clientele of the 1930s. Community colleges offer the educational passport to a better life to the poor, the minorities and women who need to retrain for jobs to enter the work force for the first time or after raising a family. Seventy percent of minorities enrolled in postsecondary education are enrolled in community colleges.

The notion that students should share in the cost of their education is laudable. The fact is they already do. There are fees for many classes and activities. Books, transportation and other incidentals are not inconsequential to the students who attend community colleges, this despite the fact that statistics indicate that as high as 40 percent of California's 1.4 million students are at or below the poverty level.

It is a mockery to try to instill moral values by placing obstacles before students struggling through education to lift themselves from degrading poverty levels. The financial aid that would be offered is often demeaning and, though well-meaning, creates yet another level of bureaucracy.

At East Los Angeles College, Hispanics, mostly Mexican Americans, constitute 68 percent of the student population, followed by Asians who constitute 14 percent; women make up 55 percent of the student body.

To these citizens, community colleges are essential for their achieving a better life. Lacking the opportunity the community colleges provide, a good portion of frustration and despair will be their lot with all the accompanying negative consequences to society. The magnitude of the social and economic damage caused by the underfunding of community colleges, and the politico-philosophical decision to abandon tuition-free access to community colleges is difficult to comprehend.

The Governor believes the public supports his cutbacks and desire to impose tuition for community colleges. He has not based his decision on factual data or surveys. On the contrary, the California Association of Community Colleges, located in Sacramento, reporting August 5, 1983, released a survey by Larry Eastland and Associates, Inc., a Connecticut firm specializing in governmental affairs polls, which has found strong support among voters surveyed for increased funding for community colleges. Their survey found 50 percent more who named education as the number one problem over crime. Incidentally, the Governor asked for and received $171 million for prisons while vetoing $108.5 million for community colleges. Over 86 percent rated community colleges as excellent to good on the quality of job/career education they provide.

At all levels of government, education is now a priority issue. The states of Mississippi, Alabama and South Carolina have governors who are insisting on increased support for education. On the other hand, California, which has always been a leader in all levels of education, has suffered decimating cutbacks. Governor Deukmejian has decided to protect sin over virtue. Refusing to tax cigarettes or liquor and insisting on taxing students reveals very clearly the present Governor's priorities.

In the words of spokesman for the California Association of Community Colleges, "The Governor's action against the community colleges provides strong evidence of the public policy and leadership vacuum that exists in his office. It is hard to believe that the Governor weighed his action to cut against the public benefits provided by the community colleges . . . for the Governor to suggest that individuals will not be hurt by his actions is an absurdity . . . In view of the fact that community colleges enroll the majority of the state's low income postsecondary students, for those students the Governor's assertion is a cruel joke."

Finally, it is ironic that while the Republican President of the United States is doing his utmost to lure Latino voters to support him by painting pictures of a brighter future, his Republican governor in this state is doing his utmost to deny a good number of Latino students the opportunity for higher education which would provide them with a better life and future.

PREPARED STATEMENT OF PROF. JAIME E. RODRIGUEZ, DEAN OF GRADUATE STUDIES AND RESEARCH; UNIVERSITY OF CALIFORNIA, IRVINE, CALIF.

My name is Jaime E. Rodriguez and I am both Dean of Graduate Studies and Research and Professor of History at the University of California, Irvine. The University of California is a nine-campus system which enrolls over 130,000 students and is recognized internationally as the largest research university in the world and a leading institution in the areas of graduate education and research. As you are aware, federal assistance is a vital and integral part of the nation's graduate and professional educational system, particularly in the area of doctoral preparation of minorities, the area upon which I intend to focus my comments.

The Irvine campus of the University of California is located 45 miles south of Los Angeles in the city of Irvine. Total enrollment is approximately 11,500 students including 9,500 undergraduates, 500 medical students, and approximately 1,500 graduate students. My responsibilities include the oversight and administration of 36 graduate programs which span the range of traditional disciplines as well as innovative multidisciplinary programs. I am also responsible for the administration of the compus's research functions. UCI conducts approximately $27 million of research each year and as of the 1981 National Science Foundation survey, ranked 58th among major research universities in federally financed R & D expenditures. Additionally, my responsibilities include the administration of our graduate affirmative action programs which generally serve to facilitate the training of Hispanic and other minority students for academic and research careers. Graduate education, research, and graduate affirmative action are closely linked and interdependent, and therefore have been combined in the Division of Graduate Studies and Research, My responsibilities as Dean of Graduate Studies and Research at Irvine provide me with the perspective necessary to evaluate the potential impacts of federal and state educational funding decisions on the accessibility of higher education to United States Hispanics.

The importance to the nation's health and welfare of graduate education in all fields and specifically doctoral preparation cannot be overstated. Graduate research education provides the training required for future generations of scholars, scientists, and professionals, and is the principal source of new scientific, technical, and cultural knowledge. The state and nation have been well-served as a result of their support of graduate education. Direct benefits stemming from graduate education in the natural sciences, agriculture, engineering, social sciences, the arts, and the humanities are widely recognized.

It is important for the Subcommittee to understand the nature of graduate education at the doctoral level and to distinguish it from Master's programs and professional education. Doctoral research training requires sustained effort over an extended period of time, and must be approached intensively if the student is to succeed. While Master's programs admit part-time students, doctoral study by nature is full-time study with a research orientation. Research-oriented professional programs, such as engineering and computer science, train Ph.D.s and possess the same goal and orientation as other doctoral programs.

There are conflicting misconceptions among legislators and agencies at the state and federal levels regarding the proper status of graduate education and research in our national agenda. On the one hand, many federal lawmakers view graduate education and research as primarily a state function, particularly where state operated institutions are concerned. On the other hand, state policy makers sometimes perceive large components of higher education, especially graduate education and research, to be a substantial responsibility of federal authorities. The truth varies somewhat from both of these views. Most public institutions like the University of California are state assisted, not state supported. Less than half of the University of California's budget comes from state general funds. The federal government, through support of research and graduate training programs, has played a major role in non-state support. Additionally, major research institutions, those which provide doctoral training, must compete on a national level for financial resources, faculty, and graduate students. The University of California, Stanford, Harvard, MIT, the University of Chicago, and other research universitites are all competing against each other for essentially the same pool of limited human and financial resources. Graduate education and research in the United States is already a National activity, and the federal government should explicitly assume primary responsibility for its promotion. No state government, not even one with relatively large resources such as California's, can assume primary responsibility for a national-scale function. It is indeed a tragedy that in the face of diminishing federal support, significant programs will cease to exist unless such support is forthcoming. (The University of Michigan, for example, was recently forced to abandon a well established department of geography because of growing financial constraints.)

It is also important to comment from the outset on the current climate of support of graduate education and research and its specific import for United States Hispanics. While the statements which follow are specific to the University of California, they apply more generally to research universities nationwide, both private and public. In the past the federal government has played a key role in the interlocking structure of graduate education by applying resources in meaningul amounts to those areas which needed them most and for which substitutes were not readily available. When the federal government withdraws support, state institutions are left in the lurch. The climate of support for graduate education today is characterized by diminishing federal direct support, federal cutbacks in research which fund a good number of research assistantships and training grants, and diminishing support for graduate education by state legislatures. Such cutbacks have particularly ominous implications for the future of Hispanics in graduate education and research.

It has only been recently—within the past 15 years—that research universities or any other institutions responsible for graduate education have incorporated plans for Hispanic graduate education into policy considerations. Until then, Hispanics had only been phantom participants at most levels of graduate education; their numbers were particularly inconsequential among the rank of graduate students and faculty. Gradually, but significantly, as a result of the sustained efforts of many individuals and groups and principally the participation of the federal government, meaningful progress has been realized. (It is important to note, however, that despite this progress United States Hispanics still constitute about 3 percent of graduate students; the percentage of faculty and senior academic administrators is even less. This point may be highlighted by noting that John Pacheco (New Mexico Highlands University) and I are the only two Hispanic graduate deans in the entire country.) The goal of these efforts has been equity and the means to that goal has been access. While Hispanics have benefited for both public and private and State and federal programs, full equity remains a distant goal (equity has not been achieved, rather inequity has been reduced) because access is once again being threatened. If graduate education and research generally is periled by diminishing resources, then Hispanic graduate education and research is in particular danger. If equity and access gains have been achieved, to any significiant degree, on the crest of federal support of graduate education and research—and you can be sure that they have—then these gains will crumble in the vacuum of diminished funding. If the federal government is at all responsible for the continued promotion of graduate education and research generally, then it is particularly responsible for maintaining and promoting Hispanic progress; because without such promotion, Hispanic graduate education and research will accelerate its recent descent toward total inequity and inaccessibility.

I am pleased to see that the federal government is concerned about the implications of its actions in graduate education and research support for Hispanics and that it has commissioned this Subcommittee to carry out fact-finding activities. With the above points in mind, I would like to address the range of questions posed by the Subcommittee and the implications for Hispanics of diminished support for graduate education and research by the federal government.

Question 1. What is the number of Hispanic students enrolled in post baccalaureate programs at your institution?

Answer. As of Fall quarter, 1982 UCI had approximately 1,500 graduate students in attendance, 74 (4 percent) of which were United States (i.e., non-foreign) Hispanics. Even a smaller subgroup of these Hispanic graduate students (only 32, or 2 percent of the total graduate student population) are seeking the Ph.D. On a University of California Systemwide basis, Hispanic graduate students totalled 1,460 (5.8 percent of the Systemwide total) as of Fall 1981. But this group also includes foreign Hispanics; only a fraction of this number can be assumed to be United States Hispanics seeking the Ph.D. This distinction is critical. Many agencies responsible for gathering educational data combine foreign students of Hispanic countries together with American citizens of Hispanic ancestry. At the graduate level, particularly, this fact obscures the low enrollment of American Hispanics. Because foreigners have generally received better educations than American citizens of Hispanic ancestry, foreign Hispanics have easier access to American universities than United States Hispanics. During the decade of the 1970's it is estimated that approximately ¼ of all "Hispanic" doctoral degree recipients were foreign Hispanics.

While Hispanic graduate student enrollment has declined markedly Systemwide and nationwide since 1978, UCI has maintained its United States Hispanic graduate student enrollments despite intense competition for the limited number of applicants. However, unless we maintain our current level of graduate affirmative action efforts and institute innovative new recruiting and retention activities, we are likely to see a decline of Hispanic graduate student enrollment similar to that experienced by most other research institutions.

Question 2. What are the problems of attracting Hispanic students to graduate education and what is the effectiveness of federal programs (such as GPOP and Guaranteed Student Loans) in encouraging graduate, professional and technical educational opportunities?

Answer. The problem of attracting Hispanic students to graduate school is a many-layered matter. In the first place, the pools of both secondary and post-secondary American Hispanics graduates adequately prepared to continue their education are presently shrinking and competition for these students is expanding. This places increasing stress on the mechanisms erected over the past 15 years to identify, recruit, enroll, retain, and graduate the available students. We cannot assume that qualified and interested students will identify themselves to us and apply to our Ph.D programs. We must engage in national-level outreach and recruitment with renewed vigor in order to identify on objective and subjective criteria qualified students who are interested in pursuing graduate education. We must also work to identify the qualified students who have yet to develop an interest or are naive about graduate education and inform them of the potential resources, benefits, and rewards of a graduate education and a doctoral degree. Once matriculated, we must possess the special resources necessary to support, retain, advance, and graduate Hispanic students, the very resources we originally promised in attracting them to graduate school.

The federal government, through programs such as GPOP and Guaranteed Student Loans and institutions such as the National Endowment for the Humanities (NEH) and the National Science Foundation (NSF), has been a strong and effective partner in these past efforts. Undoubtedly, without direct and indirect federal support through faculty grants, minority research assistantships, and research funding generally, little access would have been won and much more inequity in graduate education for Hispanics would still exist. In light of the declining participation rates by Hispanics in graduate education and research, it is critical that established, effective resource mechanisms be maintained and fortified, and not dismantled.

Current indications suggest that the paths to graduate education for Hispanics are becoming much more precarious and characterized by decreasing resources. Enrichment programs designed to increase the numbers of college students eligible for graduate education have been under attack recently. The Reagan administration has proposed cutting the funding for TRIO programs (including Upward Bound and Special Services) by 45 percent and has also proposed the elimination of Talent Search and Educational Opportunities Centers, two programs which have contributed significantly to minority enrollments in universities (LNESC, 1982). Research universities, additionally, are cutting back on programs designed to facilitate the education of Hispanic graduate students. A recent Council of Graduate Schools' survey on Minority Graduate Education indicated that 60 percent of all graduate institutions have experienced recent reductions in federal aid for assistantships, GSLs, NDSLs, and fellowships. A substantial portion of these schools indicated that these cuts resulted in reductions in services to minority graduate students (see CGS, 1983). And federal agencies, such as NEH and NSF, are failing to develop grants and/or are requesting reduced funding in apparent violation of their mandate (cf. The Chronicle of Higher Education, 1983).

Such actions by federal agencies are particularly costly to Hispanic students and the United States Hispanic community more generally because these populations have much fewer and less well established cultural and educational institutions than other minorities. It is indeed ironic, but fortunate, that a system of endowed universities arose as a result of the extreme isolation and prejudiced social structure forced upon Black Americans. The Black Colleges have defined, preserved, and maintained a diverse culture and provide a substantial portion of its population with higher education, even in times of limited resources. The American Hispanic population possesses few such systems, structures, or institutions to maintain its cultural and educational values and needs. The closest Hispanic analogues to the Black university system are the area studies programs, such as Chicano Studies, Puerto Rican Studies, and Latin American Studies, given life and maintained by federal agencies such as the Department of Education, NEH, and NSF. Reduced federal support for area studies, in addition to reducing equity and access generally, translates directly into reduced study of United States Hispanic culture and reduced study of the Spanish language as well. (This latter threat is particularly paradoxical in light of federal commissions identification of a national need for greater language skills.)

The American Hispanic community cannot, and does not, expect that any agency or institution—public or private, state or federal—will provide all the resources necessary to reduce the higher education gap between Hispanics and Blacks and between Hispanics and whites. What it can and does expect is that those limited resources designed to foster equity and access in graduate education not be dismantled and that the real, hard-earned gains of the last 15 years not be lost to fiscal expedience.

Question 3. What special programs and initiatives are taken at your institution to attract Hispanics to graduate programs?

Answer. As the Dean of Graduate Studies and Research at UC Irvine, I administer two programs intended to promote graduate education for minorities. The Graduate and Professional Opportunity Program (GPOP) encompasses Irvine's primary graduate affirmative action activities. The Program's purpose is to enhance the educational opportunities and experience of underrepresented groups, including United States Hispanics. The goal is to increase the participation and success of these students in graduate study at UCI by (1) expanding recruitment and admissions assistance activities to promote greater participation and success in the admissions process; (2) actively promoting increased academic achievement of degree candidates by appropriate orientation and retention programs, with a strong emphasis on faculty mentoring and peer counseling; and (3) facilitating participation and achievement by appropriate financial support and other support services. Major GPOP areas of activity include: outreach and individual recruitment, financial support, student support services, career counseling and placement, and program evaluation.

In addition to the GPOP activities and functions, I also administer a program designed to foster personalized research training for American Hispanics and other minority Ph.D. students. In 1981-82, the Division began its three-year Faculty Mentor Training Program for Minority Graduate and Professional Students, supported by a $220,000 federal grant awarded by the Department of Education Fund for the Improvement of Post-Secondary Education (FIPSE). This innovative pilot project represents a significant enhancement of Irvine's efforts to meet its affirmative action objectives. The Faculty Mentor Program is designed to enhance opportunities for retention and success of minority graduate and professional students and to overcome traditional barriers to doctoral preparation and advancement. Objectives include development of research and writing skills, and successful entry of Hispanic and other minority Ph.D. students into the academic mainstream. By the beginning of the final year of the Program 13, or 43 percent of the graduate student participants were American Hispanics.

During each year of the project a total of 10 minority students from UCI's five major areas work closely with faculty mentors as research assistants on research projects of mutual interest. Expected short-term goals of this cooperative scholarship are the publication of a high quality research paper by the student and mentor in a scholarly journal and continued Research Assistant funding for the mentee on on-going research projects. Long-range objectives of the project include reducing minority student alienation, increasing faculty participation in minority student advising and monitoring, and altering structural administrative impediments to minority student progress. After the pilot program is completed I had hoped that the program would be expanded to the other eight campuses of the University of California and to other research universities nationwide. The likelihood of each expansion, however, grows increasingly smaller with such education spending cut authorized by state and federal governments. It appears that we should consider ourselves fortunate to have obtained funding to create Irvine's own program. Continued support and growth beyond our own boundaries will present special challenges.

Question 4. What are the employment possibilities in fields requiring graduate or technical training for Hispanic students and how does that impact, or should it impact Hispanic enrollment?

Answer. Individuals, institutions, and agencies concerned with Hispanic education and employment should encourage their advisees to pursue all viable career options and full access should be available. It might be somewhat myopic to suggest that Hispanics concentrate disproportionately on any one field. Nevertheless, in light of my own area of expertise and preference, the focus of my testimony, the pivotal position of college educators in the career channeling of students, and the extreme shortage of Hispanics in graduate education, I believe that qualified American Hispanic students should be especially encouraged to pursue academic careers. Obviously, graduate education (particularly doctoral training) is necessary for academic career preparation.

It is indeed unfortunate and ironic that the low participation rates of Hispanics in graduate schools and the absence of established United States Hispanic educational institutions are, to significant degrees, self-perpetuating national dilemmas. Hispanic university faculty and researches serve as role models to prospective Hispanic graduate students and faculty. In their absence, fewe Hispanics will aspire to, or be prepared for, academic careers despite their desperate need. The presence of established American Hispanic educational programs would reinvigorate United States Hispanic intellectual and cultural traditions now recovering after languishing for more than a century. For reasons that are not clear to me, many observers have assumed that Hispanics are all working class and lacking in academic and intellectual traditions. This is clearly false. Both Indian and Spanish culture placed high value on learning and scholarship. The University of Mexico, for example, was founded long before Harvard. This Hispanic academic culture in the United States declined after 1848, but it has always had a few distinguished intellectuals including a Nobel prize winner. Now with its increasing size, the American Hispanic community must continue to develop professionals, scientists, and other leaders.

Cynics have argued that it is the responsibility of each ethnic community to maintain its own values and provide for its own basic cultural needs. If American Hispanics want to learn about their culture, let them teach it to themselves, these cynics contend. If they want to maintain formal cultural traditions, they should provide the necessary maintenance institutions. If they want academic positions, let them compete along with everyone e

All things being equal, such an argument might have some validity. Unfortunately for most minorities, especially American Hispanics, all things aren't equal. Not only are American Hispanics unequal participants in our graduate educational institutions in comparison with other American racial/ethnic groups and lack adequate institutional resources, they're also unequal in comparison with foreign His panics attending university in the United States. American-Hispanics lag behind their foreign counterparts in terms of academic preparation and participation rates in American research universities and graduate programs (i.e., too many Hispanic graduate students in the United States are not American Hispanics). These circumstances contribute to a growing gap between American Hispanics and foreign Hispanics.

In conclusion, it is my view that Congress should increase rather than decrease those programs which will assist American Hispanics in attaining educational equity. These programs include: GPOP and Guaranteed Student Loans, NEH, NSF, and other Federal Agency minority fellowship and research assistantship programs and faculty research support as well as Area Study Programs supported by the Department of Education and other Federal agencies. These programs are an investment in the future of the United States and not just in the American Hispanic community.

Mr. Chairman, I would like to thank you for this opportunity to testify before the Subcommittee. I would be pleased to respond to any questions.

TESTIMONY PRESENTED BY PENNY EDGERT, PROJECT DIRECTOR, SOAP, STUDENT OPPORTUNITY AND ACCESS PROGRAM, SAN DIEGO COUNTY CONSORTIUM

In 1978, the California Legislature enacted Assembly Bill 507 which established the California Student Opportunity and Access Program, known as CAL-SOAP. The goal of CAL-SOAP is to increase the number of students pursuing a postsecondary education from economic, ethnic, and racial backgrounds historically underrepresented in college. The enabling legislation for the CAL-SOAP Program highlighted two principles:

1. The projects will be operated intersegmentally by a consortium composed of educational institutions and community agencies in a geographic area.
2. Each consortium will provide matching funds at least equivalent to the amount of its state contract.

Through a competitive funding process, the Student Aid Commission, the administrative agency for the CAL-SOAP Program, awarded a total of $250,000 to five pilot projects throughout the state in 1979. The original five projects remain in existence and are currently funded at a total of $267,500 for the 1981-1982 fiscal year. These projects are located in Solano County, in the East Bay of San Francisco, in the central coast area from San Jose to Santa Cruz, in the South Coast area from compton to Irvine, and in San Diego County.

In order to understand the structure of these projects, it may be helpful to examine a general diagram of the "SOAP Concept". Briefly, this diagram pictures various entities in a geographic area entering into a consortium in which resources are shared to achieve a common goal. The source of support from the cooperating entities varies. In the case of the San Diego Consortium, which I shall draw upon for specifics in this discussion, the following sources contribute to the consortium: The San Diego Unified School District expends Guidance Department funds; San Diego State University and the University of California at San Diego utilize their EOP budget; the University of California Systemwide commits Educational Fees; the community colleges (City, Cuyamaca, Grossmont, the Grossmont District, Mesa, Miramar, the San Diego District, and Southwestern) allocate EOPS funds; Point Loma Nazarene College and the United States International University assist through institutional budgets; and Wahupa Educational Enterprises, a community agency, provides federal funds from its Talent Search Project. From these various sources, the San Diego Consortium amassed $144,588 of matching funds for the 1982-1983 fiscal year, pending renewal of a CAL-SOAP contract from the Student Aid Commission.

Administered by an Advisory Board composed of representatives from the participating entities, the Consortium received $81,650 in state resources from the Commission in 1982-1983 for a CAL-SOAP Project. With state and matching funds combined, the total San Diego CAL-SOAP budget for the 1982-1983 year was [illegible]26,238 to serve 6,164 students, or $36.70 per student.

Following the diagram further, the newly created CAL-SOAP Projects provide services to both target students and to consortium members. To the target high school and community college populations, the San Diego Project, for example, provides informational and motivational services through activities such as: individualized advisement by trained students who have backgrounds and experiences similar to those of the target students; a hot-line on college admissions and financial aid; career seminars; college field trips; financial aid workshops for students and parents; college nights; and educational materials. Additionally, this project has adopted the AVID Program, a teacher-initiated project at Clairemont High School, by infusing consortium resources to assist with AVID's academic support, advisement, and motivational activities.

To the school district, the CAL-SOAP Project supplements counseling activities by assisting requesting school sites with college advisement and by coordinating high school recruitment activities in order to minimize classroom interruptions. To the postsecondary members, the San Diego project complements their outreach activities in the local area. Specifically, the project provides the following services: identification of potential eligible applicants from school district information on students; logistical arrangements for high school and community college visits; assistance with student visits to college campuses; training activities for members' staffs; and, dissemination of educational materials. Additionally, the San Diego project cooperates with the Student Affirmative Action Transition Project, funded by the California Community Colleges and administered by the San Diego Community College District, which is directed at encouraging community college students from backgrounds underrepresented in four-year institutions to transfer in order to pursue a baccalaureate degree. Further, the project assists non-consortium institutions, upon request, with specific outreach efforts in San Diego such as identifying potentially eligible students for, say, UC-Santa Barbara.

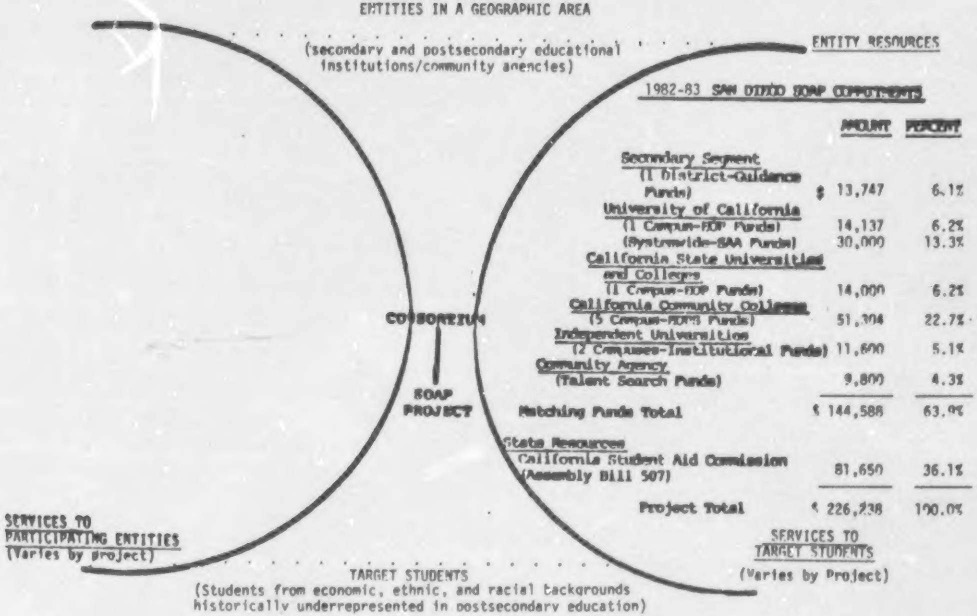
If this concept is viable, and the evaluative information is inconclusive after only two years to judge, the following aspects of this model appear, to me, to be most significant:

1. The matching requirement of the legislation creates a partnership between the state and the consortia in the achievement of a common goal. This marriage, if you will, between the state and the consortium around the issue of underrepresentation is vital in making educational opportunity a reality for all in California.

2. CAL-SOAP Projects provide a vehicle through which secondary and postsecondary institutions can collaborate in solving the problem of educational disenfranchisement. "Finger-pointing" discussions between these segments need to be replaced by cooperative efforts in which secondary schools are viewed as full, equal partners with colleges and universities, as you, Assemblymen Hart, and Chacon, are aware from your own experiences in the K-12 segment. Unfortunately, however, in this hearing as in most discussions around this issue, secondary school policy-makers are usually not invited to share their expertise.

Certainly in the San Diego CAL-SOAP Project, the marriage between the school district and postsecondary institutions is vital to project progress. In large measure, this project was conceived by Assistant Superintendent Eugene Brucker who committed the District to provide four crucial elements to this effort: office space; guidance personnel on loan to the project whose expertise and respect resulted in project acceptance within the District; access to high schools; and, access to information on students. Without these resources and commitment, there would be no CAL-SOAP Project in the City of San Diego.

3. The willingness of the postsecondary segments to enter into a consortium is significant in addressing underrepresentation in higher education. The CAL-SOAP Projects are held together by personal and professional commitments of consortium representatives as they respond to an educational climate which has promoted intersegmental cooperation and coordination. Further, institutional resources from the independent segment and EOP and EOPS funds from the public segments sustain these projects financially. If, however, the educational climate changes as a consequence of budgetary discussions in which programs and segments are pitted against each other for state resources, then the extremely fragile coalitions of institutions and programs which created the CAL-SOAP delivery system will be torn asunder. And, once again, underrepresented populations of students will be the losers.


ENTITIES IN A GEOGRAPHIC AREA
(secondary and postsecondary educational institutions/community agencies)
ENTITY RESOURCES
CONSORTIUM
SOAP PROJECT
SERVICES TO PARTICIPATING ENTITIES
(Varies by project)
SERVICES TO TARGET STUDENTS
(Varies by Project)
TARGET STUDENTS
(Students from economic, ethnic, and racial backgrounds historically underrepresented in postsecondary education)

1982-83 SAN DIEGO SOAP COMMITMENTS

	AMOUNT	PERCENT
Secondary Segment		
(1 District-Guidance Funds)	$ 13,747	6.1%
University of California		
(1 Campus-EOP Funds)	14,137	6.2%
(Systemwide-SAA Funds)	30,000	13.3%
California State Universities and Colleges		
(1 Campus-EOP Funds)	14,000	6.2%
California Community Colleges		
(5 Campus-EOPS Funds)	51,304	22.7%
Independent Universities		
(2 Campuses-Institutional Funds)	11,600	5.1%
Community Agency		
(Talent Search Funds)	9,800	4.3%
Matching Funds Total	$ 144,588	63.9%
State Resources		
California Student Aid Commission (Assembly Bill 507)	81,650	36.1%
Project Total	$ 226,238	100.0%

In summary, from our experience in San Diego, we are cautiously optimistic about the feasibility of addressing educational inequities through coordinated and cooperative student-oriented efforts. The polygamous marriages between the state, the secondary segment, and postsecondary institutions comprising the CAL-SOAP Projects create a delivery system through which target students can "dream the impossible dream" and utilize services and information to realize those dreams.

TESTIMONY PRESENTED AT THE INTERIM HEARING ON STUDENT AFFIRMATIVE ACTION
THE ASSEMBLY WAYS AND MEANS SUBCOMMITTEE #2
Charles R. Drew Postgraduate Medical School
Los Angeles
October 23, 1981

Penny Edgert
Director, San Diego County CAL-SOAP Project

THE CALIFORNIA STATE UNIVERSITY,
Long Beach, Calif., December 28, 1983.

Hon. PAUL SIMON,
House of Representatives,
Washington, D.C.

DEAR MR. SIMON: Let me add my thanks to that of the witnesses and observers who attended your December 3 hearing on Hispanic access to higher education. Your determination to schedule and participate in three such hearings demonstrated a concern and commitment to addressing this problem which reinforces my own belief that it can be effectively addressed. What is needed is increased understanding of the causes of Hispanic underrepresentation and greater cooperation among those processing the tools to overcome it. Your actions not only show a desire to understand, but contribute as well to an environment of shared responsibility.

Members of my staff who attended the Los Angeles hearing tell me that testimony generally paralleled my views, and those held by our campus presidents and student and faculty leadership, concerning constructive steps which might be taken in the context of reauthorization. I would like to review a number of these to underscore their importance and to lend my support to those who testified before you.

The most significant response of the federal government to underrepresentation is expansion of student financial aid opportunities. It should do so in a manner which avoids the imposition of barriers, recognizes the magnitude and nature of need, and encourages institutions to target underrepresented groups through its own policies and practices. The Pell Grant program is already contributing to overcoming financial barriers for needy students, but it can be made far more effective. Specifically, we recommend that new legislation:

(1) Contain cost of attendance provisions that are realistic. In California the present $1100 ceiling for commuting students discriminates against the very students the program was intended to aid. The commitment which California has made to educational access by providing a network of 107 community colleges and 28 low-cost public universities assumes that the great majority of students will be commuters. The proportion of low-income minority student commuters is even higher. If it is not feasible to permit institutional determination of reasonable budgets for these students, then a significantly higher ceiling should be set.

(2) Eliminate or substantially modify the "half-cost" provision. This provision reduces awards only to students whose total allowable costs are less than $3800 per year. It thus effects primarily students attending low-cost state universities and community colleges. It provides a disincentive to goals of access because it encourages institutions to abandon principles of no and low tuition in exchange for a greater share of federal aid funds.

(3) Make Pell a campus-based program, combined with SEOG and other programs, to simplify application and need assessment procedures and to permit more timely delivery of student aid packages.

(4) Reestablish Pell as an entitlement program for the most needy. A long-term commitment of this nature would be effective in reinforcing efforts to reach students soon enough to motivate them for college preparation through assurance that economic factors will not preclude access.

In addition to these specific recommendations, I urge you and your colleagues to consider the feasibility of taking into account foregone family income contributions in assessing the need of students from families with exceptionally low income. I recommend also that limitations which now exclude many part-time students from program benefits be reassessed.

Financial Aid programs will not be fully effective until students arrive at our colleges and universities prepared to benefit from our offerings. Hispanics are almost as likely to drop out as to graduate from high school. Those who do graduate meet admission requirements of selective institutions about half as often as their Anglo counterparts and those who are eligible, regardless of ethnicity, are too frequently ill-prepared because of inadequacies in our public school systems. As you heard at your hearing, we at CSU are addressing the problem of academic preparation in a variety of ways and I am optimistic about future gains. However, the inclusion of incentive provisions for intersegmental activities in the reauthorization could accelerate the healthy trend toward cooperative attention to the problem of inadequate preparation.

Work-study funds earmarked for support of tutors in junior and senior high schools and grants to support joint university/K-12 curricular improvement projects are examples of the types of programs that should be considered. California has utilized such "partnership" approaches successfully. They should be expanded and enriched.

Again, Congressman Simon, I thank you for your continuing search for the means to make educational equity a reality, especially as you address the most serious remaining inequity, that affecting our nation's Hispanic population. Please let me know if I can be of assistance. This matter is among the highest priorities of my administration at The California State University.

Sincerely,

W. ANN REYNOLDS, *Chancellor.*

HISPANIC MAJORITY IME's ON MAINLAND

	Percent Hispanic enrollment	Hispanic enrollment (80)
1. Boricus College (Private, 4 year)	95.1	826
2. CUNY Hostos Community College (Public, 2 year)	82.3	2,199
3. St. Augustine College (Private, 2 year)	100.00	700
4. Southwest Texas Jr. College (Public, 2 year)	53.8	1,099
5. Texas Southmost College (Public, 2 year)	62.5	1,933
6. Texas State Tech, Rio Grande (Public, 2 year)	82.6	1,175
7. Imperial Valley College (Public, 2 year)	54.1	1,992
8. Highlands University (Public, 4 year)	76.8	1,226
9. El Paso County Community College (Public, 2 year)	61.5	6,536
10. Laredo Jr. College (Public, 2 year)	87.9	2,047
11. Northern New Mexico Community College (Public, 2 year)	68.5	929
12. Pan American University (Public, 4 year)	78.4	6,397
13. Biscayne College (Private, 4 year)	71.0	1,983
14. East Los Angeles College (Public, 2 year)	71.8	9,780
15. Our Lady of the Lake (Private, 4 year)	53.8	728
16. Laredo State University (Public, 4 year)	85.7	384
17. Texas A&I University (Public, 4 year)	50.5	2,225
Total		42,209

DISTRIBUTION BY INSTITUTIONAL TYPE

	2 year	4 year
Public	9	4
Private	1	3
Total	10	7

State distribution

Texas	9
New York	2
California	2
New Mexico	2
Illinois	1
Florida	1

PREPARED STATEMENT OF GERALD C. HAYWARD, STATE CHANCELLOR, CALIFORNIA COMMUNITY COLLEGES

SUMMARY AND HIGHLIGHTS

Overview

In the fall of 1982, there were 145,855 Hispanic students enrolled in California Community Colleges. For the same period the NCES reports that the total number of Hispanics enrolled in public 2-year colleges nationwide was 279,914. California Community Colleges enrolled over 50 percent of the total number of Hispanics nationwide.

The comprehensive mission of California Community Colleges has been particularly responsive to the needs of Hispanic students.

California Community Colleges is the only segment of postsecondary education nationwide which offers tuition free education.

California Community Colleges presently are facing a fiscal crisis which will have unprecedented negative impact on the provision of the same level of services for Hispanic students.

Despite budget constraints Hispanics continue to choose California Community Colleges as their first choice for enrollment. In 1982/83 while total enrollment declined for Community Colleges, Hispanic enrollment continued to increase.

Profile of Hispanic students

Hispanics comprise the largest minority student enrollment in community colleges with 145,855. In the Fall of 1982, followed by Blacks (105,140), Asian-Pacific Islanders (84,559), Filipino (21,843) and American Indian (18,065).

It is estimated that the State of California may have as many as 112,409 to 168,000 adults who have limited-English Proficiency. Most of these adults will rely on community colleges for their education.

Based on 1982-83 data, Hispanic, Blacks and Asian students accounted in over half of all student aid recipients in community colleges.

In comparison to other minority groups, Hispanics constitute a disproportionately lower percent of students receiving financial aid.

Special programs for Hispanic students

The Board of Governors adopted a Statewide plan for bilingual crosscultural courses and programs demonstrating their interest and leadership in the area.

English as a Second Language (ESL) courses and programs are offered statewide. California Community Colleges are very advanced in their design and application of ESL theory and in their curriculm offerings.

California Community Colleges have pioneered the development of bilingual vocational training programs funded by the Vocational Education Act (CPL 94-482) and Subpart 3 of the Act which focuses on disadvantaged and LEP students.

The most significant outreach and support services program for students in California Community Colleges is the Extended Opportunity Programs and Services (EOPS). Hispanics compose the largest percent of minority students served by the program.

Special unmet needs

There are three major issues which override all other problems faced by Hispanic students: outreach, financial need and transfer. While underpreparedness and language barriers are also significant, the three problems indentified above require a great deal of coordination and an intersegmental response.

Cooperative efforts with four-year institutions

Since 1980 the California Round Table has provided a forum for discussion of problems by members of all segments. The Round Table will acquire increased significance in addressing the unmet needs of Hispanic Students.

Preface

The purpose of this presentation is to provide testimony for consideration in reauthorization of The Higher Education Act; and in particular to recommend the modification of existing statutes to better reflect the needs of Hispanics in higher education. While the majority of this material focuses on the status of Hispanic students in the California Community Colleges, it is necessary to provide a brief background history of our colleges. It is this unique history that has led to the crucial role which our colleges play for Hispanics not only in California, but nationwide. In the Fall of 1982, of the 279,914 Hispanics enrolled in public two-year colleges, over half were enrolled in California's community colleges.[1]

There are a number of characteristics which mark California's community college system as extraordinary: it is the largest system of public postsecondary education in the nation; it is the only remaining major tuition-free college system; it encompasses 106 schools throughout this most populous state in the U.S. The following material give a glimpse of how this unique educational system came into being.

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[1] Source: U.S. Department of Health, Education, and Welfare, NCES, Opening Fall Enrollment, 1982

I. CALIFORNIA COMMUNITY COLLEGES: BRIEF HISTORY AND BACKGROUND

Origin

While there were a few privately-controlled two-year postsecondary schools in operation during the mid-1800's in America, public junior colleges did not appear until early this century. California was among the first to provide for such institutions when, in 1907, the Legislature authorized high schools to offer "postgraduate" coursework. The Fresno Board of Education established the first of these postgraduate programs in 1910. By 1917, 16 high schools offered postgraduate work and the Legislature authorized state "apportionment" support for the first time.

1920's

In 1921, a bill by Assemblywoman Elizabeth Hughes authorized separate junior college districts to complement the high school postgraduate provision. Colleges grew steadily and by the end of the decade 25,000 students enrolled in 31 "colleges": 16 departments of high schools, 6 as parts of state colleges, and 9 separate junior college districts.

1930's and 1940's

The early 1930's saw rapid growth in public junior college programs so that by 1937, 42 colleges served over 52,000 students. The depression and World War II slowed these developments: state aid was reduced, no new colleges were established, enrollment did rise to 163,000 by 1942, but then fell to about 100,000 by war's end. This period was marked by the assumption of vocational programs, formerly taught in the high schools, and the emergence of student services.

Post World War II

Following the war, the community (then junior) colleges began another stage of their evolution. The Legislatively-authorized Strayer Report, in 1947, made the first explicit statement about the "open door," when it listed as a major purpose of the junior college: ". . . equal opportunity for post-high school education to all adults as well as youth."

The Strayer Report also described a comprehensive mission for the colleges, including terminal (occupational) education, general education, orientation and guidance, lower division transfer courses, adult education, and removal of matriculation deficiencies. These functions are remarkably similar to those carried on by community colleges today, nearly forty years later!

The Legislature, in 1947, enacted a "foundation" technique for funding the operating budgets of junior colleges, including a guaranteed minimum amount per student and equalization of differences in local property wealth. College operating revenues were secured from local (47 percent), state (23 percent), and federal (30 percent) sources. (The foundation funding technique was to remain intact until the passage of SB 6 in 1973!)

A "restudy" of the needs of higher education in 1955 reiterated the Strayer Report functions, but made explicit reference to occupational education and community services and suggested standards for curriculum and student retention. This study led also to the formation of a separate bureau for junior colleges in the State Department of Education. Legislative action emphasized occupational programs (nursing, real estate, and aeronautics were authorized), evening classes were expanded, and efforts were made to attract the "disadvantaged," as well as older students.

College growth during this period was dramatic. In 1947, there were 107,000 students enrolled in 45 public junior colleges. By 1960, enrollments had increased to 340,000 in 66 colleges; one of every 26 adults in California was enrolled in a junior college instructional program.

The 1960's

This period was marked by explicit recognition (in the Master Plan and Donahoe Act) of junior colleges as a unique part of higher education, formation of a separate state-level Board of Governors, and an increasing student enrollment.

The Master Plan recommended that the four-year University and State Colleges limit their lower division enrollments by imposing specific eligibility standards which meant that the lower two-thirds of high school graduating classes could attend only a junior college. The Plan assigned specific functions to the three public "segments" of higher education, with the junior colleges to offer instruction in:

Standard collegiate coursed for transfer to other institutions;
Vocational and technical fields leading to employment;
General or liberal arts courses;

Community services; and grant the associate degree.

The Legislature confirmed the Plan by passing the Donahoe Act and, in 1961, mandated that future junior colleges be formed apart from elementary-secondary (K-12) districts. For the first time also, state funds were authorized for junior college capital outlay.

Midway through the decade, it became apparent that the junior colleges had outgrown the State Board and Department of Education. (The Legislature, acting on the Master Plan, already had removed the State Colleges from the Department of Education, so the precedent had been set.) As a result, 1967 legislaton, authored by Senator Walter Stiern, established the Board of Governors of the California Junior Colleges. (Several years later, the name "junior" was changed to "community" to recognize the comprehensive and uniquely local responsibilities of the colleges.)

The Board of Governors was to direct and represent the colleges without damaging local autonomy and initiative. The Board and its staff in the state Chancellor's Office were to coordinate the country's largest and, perhaps, most diverse network of community colleges which had evolved over nearly sixty years with little formal direction. By the end of the period, 68 community college districts had been formed. These districts were comprised of nearly one hundred colleges, one dozen off-campus centers, and many outreach centers.

The decade of the 1970's and early 1980's

This decade began by community colleges receiving a sizeable funding increase in SB 6 (1973), followed by accelerated growth, decline, growth, and finally, because of budget cuts the past two years, decline.

This rollercoaster pattern was accompanied by several significant academic policy reforms, eight different funding arrangements, sizeable increases in student fees for ancillary services, and reduced local authority.

By 1977, 106 colleges had been established along with 16 off-campus centers and an estimated 2,700 smaller outreach location. The 106 colleges are organized in a total of 70 districts. Today, the number of outreach centers has decreased as a result of funding reductions.

California community colleges provide a level of access that is unparalleled across the country. One of every twelve adults (or one of every seventeen total individuals) in California was enrolled in community college instruction in the Fall of 1980. Only Arizona and Washington provide their citizens access to community colleges at a level that is close to California's.

These states enrolled about one of every twenty-four individuals from their total populations during the fall of 1980. In that same year, the average state enrolled one in every sixty-seven of its population in a community college. California enrollments comprised just under one-third of all public two-year college enrollments in the country. In fact, 10 percent of all students enrolled in higher education nationally were enrolled in California community colleges.

II. FISCAL SUPPORT FOR THE CALIFORNIA COMMUNITY COLLEGES: BACKGROUND AND PRESENT FISCAL CRISIS

The past decade of funding for community colleges can best be described as chaotic, especially since it came on the heels of a long period of dramatic growth featuring a funding mechanism that was relatively stable for over 25 years. The last decade has seen eight different funding arrangements, resulting in often sudden changes to community college finance. In addition, the advent of collective bargaining has added a crucial factor to the community college budget processes.

Major milestones in community college finance

1947.—The Legislature enacted a funding technique for community colleges which mirrored the "foundation" program concept utilized in K-12. Essentially, community college districts were guaranteed a support rate ($600) per average daily attendance. In addition, districts were free to augment with local property tax revenue. The State foundation program was open-ended. That is, the State provided the guarantee for as many students as the districts could generate. This funding mechanism remained unchanged until 1973 and as such, was marked by sturdy stable growth.

1973 to 1983.—This ten-year period may be characterized as a period of increasing limitation of growth with accompanying legislative disincentives in the form of "caps" on growth; tax rate controls, rejection of the previous promise to provide full funding for increased ADA, and most crucially, the passage of Proposition 13 in 1978, which was to change forever the funding policy for community colleges.

Proposition 13 complete reversed the change of funding responsibility. Prior to Proposition 13, local property tax funded 55 percent of the total community college budget. The State's share was 35 percent. (Approximately ten percent of funding came from other local and federal sources.) After Proposition 13, these percentages were reversed to 25 percent and 65 percent for the local and State governments, respectively. Ten percent of community college funding still comes from other local and federal sources.

This change in funding responsibility brought with it a centralizing trend and, predictably, increased State interest and State restrictions, with corresponding loss of local control.

In 1982, the State's fiscal situation became critical and as a cost saving measure, the Budget Act included no money for inflation, provided no money for growth, reduced State apportionments by $30 million and directed the Chancellor's Office to defund "recreational, avocational, and personal development" courses.

The present fiscal crisis

This year, the Legislature passed, and the Governor signed, SB 851. The major provisions of the bill include:

(1) The maintenance of a stable funding base for each district based on its prior year level of funding.

(2) "Equalization" funding to lessen disparity among districts.

(3) Six percent for inflation, a conservative request in light of the absence of any inflationary funding in 1982–83.

(4) 2.1 percent for increases in average daily attendance to provide additional classes to meet increasing demands of students, a conservative request in light of the absence of any funding for increases in classes in 1982–83.

This bill, while signed by the Governor, was also met with his veto of the funding amount proposed. The Governor's veto resulted in the reduction of $232 million dollars. This reduction represented not only the total deletion of the increase requested over last year's funding level, but also resulted in 7.7 percent fewer total State and local funds available for community colleges compared to last year.

The Governor proposed that part of the reduction be made up by charging students tuition for the first time. It was estimated that tuition could raise approximately $100 million. To date, sharp disagreement over the tuition issue has resulted in a stalemate between Legislature and the Governor.

Impact of budget reduction on Hispanic students

While the full impact of the present fiscal crisis will not be known conclusively for some time, there is no doubt that the implications will be serious for all community college students. In particular, it is important to note that the reductions, limitations and constraints placed on community college finance since 1975 have not coincided with a similar reduction in student growth and student need.

In the last five years (1977–1983), Hispanic students alone have increased by 67 percent from 87,307 in 1977 to 145,855 in the Fall of 1983. Other minority groups have also increased significantly. Asian/Pacific Islanders increased significantly due primarily to the large growth of Indochinese refugees in this State.

Despite the cutbacks, the limitations, and our diminished ability to provide support services most needed by minority students, the growth continued. During the Fall of 1982, our total enrollment declined 5.3 percent (76,500 students). All minority enrollments, however, increased from the previous year (See Table A). Hispanics increased by 4,667 or three percent over the previous year.

The preceding two sections of this testimony have provided a lengthy but necessary backdrop for the rest of this report; the subsequent sections will address the status of Hispanic students in specific terms.

TABLE A.—CALIFORNIA COMMUNITY COLLEGES

[Ethnic, student, census data fall 1977 to fall 1982]

	American Indian	Asian/Pacific Island	Black	White	Hispanic	Filipino	Other	Unknown	Total
1977	12,256	30,507	93,590	581,427	87,307	5,810	29,455	152,461	992,813
1978	11,063	32,529	75,231	537,532	87,457	7,914	23,316	81,634	856,676
1979	14,256	50,814	91,836	701,145	111,851	14,430	29,960	110,597	1,124,889
1981	18,133	70,654	98,706	755,565	141,188	17,706	29,950	116,590	1,248,492
1982	18,065	84,599	105,140	738,176	145,855	21,843	31,555	101,960	1,247,193
5-year change	+ 5,809	+ 54,092	+ 11,550	+ 156,749	+ 58,548	+ 16,033	+ 2,100	− 50,501	+ 254,380

TABLE A.—CALIFORNIA COMMUNITY COLLEGES—Continued

[Ethnic, student, census data fall 1977 to fall 1982]

	American Indian	Asian/Pacific Island	Black	White	Hispanic	Filipino	Other	Unknown	Total
Percentage change	+47	+177	+12	+27	+67	+276	+7	−33	+26

III. PROFILE OF HISPANIC STUDENTS IN CALIFORNIA COMMUNITY COLLEGES

Demographics

With 1,354,949 or 1.35 million students (Fall 1982), California Community Colleges accounted for ten percent of all students enrolled in higher education nationwide.

The role of California Community Colleges in the status of Hispanics in higher education is significant not only for this State but nationwide. This role is highlighted in a joint report published in February of 1980 by the National Center for Education Statistics and League of Latin American Citizens entitled, "The Condition of Education for Hispanic Americans" (Brown, Rosen Hillard Olivas). The report states that in 1978, more than half of all Hispanic full-time freshmen and sophomores were attending two-year colleges. California accounted for over a third of these Hispanic students.

Since 1978, Hispanic students in our colleges have continued to increase. Today these students comprise 12.7 percent of our total enrollment at 145,855. This same figure represents 75–80 percent of all Hispanics enrolled in postsecondary education statewide. Hispanics are also the largest minority group in community colleges, followed by Blacks (105,140), Asian/Pacific Islanders (84,559), Filipinos (21,843) and American Indians (18,065). The white student population for this same period (Fall 1982) was recorded at 738,176.

It is important to note that the rise in minority student population in general, and Hispanics in particular, coincides with severe fiscal constraints. Future fiscal policy will necessarily impact on educational policy and the outcomes will be felt most deeply by those most in need.

One thing is clear; the growth of Hispanics projected in the next 20 years to the year 2000, clearly indicates that the role of community colleges and its impact on the status of Hispanics in higher education will concomitantly increase.

Language proficiency/needs

There are no direct language census reports produced for California Community Colleges. The State Department of Education is required by Federal law to conduct an annual language census of Limited-English Proficient students (LEP) at the K–12 levels. Based on the K–12 count some estimates may be made regarding the 18-and-over population group.

According to the State Department of Education DATA/BICAL Report No. 83–2 there were 457,542 LEP students enrolled in California public schools in 1983. This figure represents an increase of 26,099 (six percent) over the 1982 figure of 431,443. Language minority background students (LEP and Fluent English Proficient (FEP)) now constitute 22.6 percent of the total pupil enrollment in California. It is projected that by 1985, LEP students will number 525,000 (See Table B).

It has been estimated by analysts in the State Department of Education that for every two to three LEP children, there is one LEP adult. Given this ratio, California may have anywhere from 152,500 to 228,700 LEP adults. This same report indicates that 73.7 percent of all LEP children are Spanish-speaking. Therefore, the LEP/Spanish-speaking adult population in the State of California may range from 112,400 to 168,600. These estimates indirectly represent significant implications for the present and future English proficiency status of Hispanic students in community colleges.

Financial aid needs

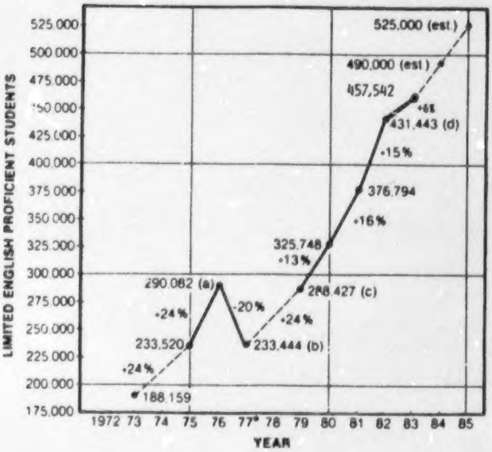
The NCES study previously cited ("The Condition of Education for Hispanic Americans") states that the majority of Hispanic high school seniors cited family obligations and financial need as the two greatest factors interfering with their school. Financial need is a severe problem for the majority of Hispanic students in community colleges. According to the 1980 Census Special Report, there are

4,544,331 Hispanics in California which constitute 19.2 percent of the total population. Nineteen percent of all Hispanic persons in this state are below poverty level in comparison with 22 percent for Blacks and nine percent for Whites.

Beyond absolute financial need, there are other factors which contribute to paint a perilous financial aid picture for Hispanics and other community college students who are recipients of financial aid.

TABLE B

LIMITED ENGLISH PROFICIENT STUDENTS IN CALIFORNIA PUBLIC SCHOOLS



Source: California State Department of Education/Office of Bilingual Bicultural Education. DATA/BICAL Report #83-2

Notes:
- a) Local census options (1972-76) reported "Language Dominance".
- b) Fall 1977 -- AB 1329/76, statewide report of "most comfortable" language using SDOAI.
- c) Spring 1979, 1980 & 1981 -- AB 3470/78, English oral proficiency (LES/NES).
- d) Spring 1982+ -- AB 507/80, English proficiency assessments (LEP).
- e) There was no census in 1974 or 1978.

Based on 1982-83 data, the California Community Colleges Chancellor's Office conducted a comprehensive survey on student financial aid in community colleges. This survey discovered some disturbing trends.

First, programs aimed at the lowest income groups have shrunk in size while programs available to middle income groups have grown. Since 1976, total combined dollars awarded in the federal need-based programs (Pell, SEOG, CWS, NDSL) have dropped by $14 million or 16 percent, and total combined student awards have dropped by 25 percent—40,000 fewer awards. Meanwhile, guaranteed student loans have grown by $69.8 million—over 3,000 percent.

Since the great majority of recipients of need-based programs have annual family income below $18,000, while students with adjusted gross family income of up to $30,000 qualify for GSL's (and can still qualify with incomes above $30,000) the GSL program tends to serve more middle income students. Indeed, staff estimates that up to one-half of the GSL recipients in community colleges are not eligible for need-based aid.

While middle income students should be served, a serious problem arises when they are served at the expense of low income students. This may be happening California's community colleges. In short, continued shifts between the GSL and need-based programs can reduce access for low income students.

Second, while low income students can obtain GSL's the size of their expected debt is usually larger. This is because low income students often need remediation and related support services; therefore, they tend to take longer to complete their programs than do more affluent, better prepared students.

Also, the low income student appears to face fewer alternatives than a half decade ago. Less need-based aid simply increases competition among students for what is available, causing potential conflict. Massive loan availability may have neutralized this potential, but should loan availability dry up, the possibility of conflict may increase.

Overall, the decline in federal need-based aid, the staggering rise in GSL's and the increase in state and district support all point to a trend which is shifting the responsibility for financial aid from a national commitment to state, local, private (e.g. bank participation), and individuals (i.e., self-help) commitments.

Such decentralization is not necessarily bad, but it is a new phenomenon which needs attention, evaluation and debate. Clearly this shift in financial aid responsibility depends in part for its success on the availability of state and local funds—a serious problem in many states, including California, and particularly for community colleges.

Last year, 95 community colleges participated in the GSL program. Their students have accumulated more than $225 million in loan debt since the program began. Approximately $49 million in community college GSL "paper" matured last year, and $6 million went into default, for a statewide default rate of 12.4 percent. By comparison, all three of California's public segments have experienced approximately the same "maturity" rate (about 20 percent of accumulated debt), but the UC default rate was 3.9 percent and CSU's was 6.4 percent, one-third and one-half the community college rate, respectively.

Such differences raise the spectre of repeating the NDSL default problems of the 1970's with new GSL default problems in the 1980's. Indeed, the Loan Study Council, which among other activities advises the California Student Aid Commission on GSL policies, is expected to recommend that Commission executives contact the presidents of institutions having default rates of 15 percent or more to discuss possible actions, and that the Commission speed up its development of GSL suspension, limitation, and termination policies for colleges. If and when such policies eventuate, the impact on community college participation could be severe.

The characteristics of community college students receiving financial aid are illustrated in Table C. On the whole, financial aid recipients are younger than the total credit-enrolled student body, are nearly one and a half times more likely to be from a minority group, and are more than twice as likely to be enrolled full-time. Additional characteristics are noteworthy:

(1) The impact of Southeast Asian enrollments seems dramatically apparent. Asian and Pacific Islanders are the largest minority group receiving financial assistance, and those receiving aid accounted for one third of all Asian student in attendance statewide.

(2) Over one in every five black students received financial aid, and more than one in every ten Hispanic students received aid. More than one in every sixteen white students received aid.

(3) Hispanic, black, and Asian students accounted for over half of all student aid recipients.

(4) Nearly 30 percent of all full-time students depend upon financial aid to maintain attendance.

TABLE C.—CHARACTERISTICS OF 1982–83 COMMUNITY COLLEGE FINANCIAL ASSISTANCE RECIPIENTS COMPARED TO TOTAL FALL 1982 CREDIT ENROLLMENTS

Characteristics	Percent—		
	Financial aid N=138,944	All enrolled N=1,192,920	Financial aid to total enrolled
Sex:			
Male	46.6	45.0	12.1
Female	53.3	55.0	11.3
Age:			
22 or less	35.9	23.0	18.2
23 to 29	36.5	40.6	10.5
30 or more	27.6	36.4	8.8
Units:			
12 or more	64.0	26.1	28.6
6 to 11	36.0	29.6	14.2
1 to 5	0	44.3	0
ADA	[1] 99,151	639,072	15.6
Ethnicity:			
American Indian	1.2	1.6	8.7
Asian	21.0	7.4	33.1
Black	17.3	9.2	22.0
Hispanic	15.0	12.7	14.0
Filipino	1.1	1.9	6.7
White	40.7	64.5	7.2
Other	3.7	2.7	18.9

Source: May 1983 chancellor's financial aid survey and fall 1982 student profiles, analytical studies unit.

[1] Estimated from general student/ADA ratio.

Hispanics constitute a disproportionately lower percent of student receiving financial aid in comparison to other minority students. The most striking difference occurs between Hispanics and Asians. While Hispanics constitute 12.7 percent of the total student population, they constitute 14.0 percent of the total enrollment receiving financial aid. Asians, on the other hand, constitute 7.4 percent of the total enrollment but account for 33.1 percent of the total enrollment receiving financial aid. Blacks comprise 9.2 percent of the total enrollment but 22.0 percent of the total enrollment receiving financial aid.

Special programs impacting on Hispanic students in California community colleges

Efforts to meet the needs of Hispanic students have come from a number of sources. In the area of policy the Board of Governors has adopted a series of actions which have had direct and indirect impact on Hispanics. A brief chronology follows:

February 20, 1969—Ethnic programs available to all students: Resolution urging community college districts to offer ethnic programs to all students.

April 24, 1969—Apprenticeship programs for disadvantaged students: The Board adopted a resolution to provide stronger and more effective planning in the area of apprenticeship programs for disadvantaged students and requested community college districts to: (a) Study ethnic composition of their related and supplementary instructional program for apprentices; (b) determine the ethnic composition of their district and of the individual communities from which the districts receive apprentices; and (c) report to the Chancelor of the California Community Colleges, by November 1, 1969, progress made in regard to a and b above.

August 21, 1969—Statement of policy for disadvantaged student programs: The Board adopted a statement of policy of Disadvantaged Student Program which set guidelines for evaluating student programs and services.

March 19, 1981—Vocational Education Act Division of Funds With State Department of Education and Statewide Project Priorities and Set-asides (Res. #810309): The Board adopted "set-asides" for disadvantaged and limited-English proficiency students as a top level funding priority. Set-asides refers to the specific designation of a percentage of grant funds for a particular use.

September 24, 1981—Bilingual teacher education transfer issues (Res. #810934): The Board concurred with a report from the California Postsecondary Education Commission and supported stronger monitoring efforts to be conducted in the area of transfer of credits for bilingual teacher education students.

Acting on Board policy, the Chancellor's Office engaged in a series of actions including:

1972—Approval of the first Bilingual Teacher Assisting Program at a community college.

1977—Formation of the California Community Colleges Bilingual Cross-Cultural Education Advisory Committee.

1980—Hiring of a permanent full-time employee designated as Bilingual Cross-Cultural Education Specialist.

1981—Issuance of a Bilingual Cross-Cultural Programs Survey.

1982—Publication of the statewide California Community Colleges Plan for Bilingual Cross-Cultural Education.

1983—Adoption of new California Administrative Code, Title 5 Regulations (Article 3, Bilingual Crosscultural Programs and Courses, Section 55225. Annual Articulation Agreement Plans.).

Three of the major activities mentioned above merit more detailed explanation because of the significance in future program development and implementation.

The bilingual crosscultural programs survey

This survey, taken in the winter and spring of 1981, revealed that: Sixty-one percent of the college (59 schools) had bilingual cross-cultural programs and/or courses; a total of 674 bilingual courses were offered; of 78 bilingual programs leading to a certificate or degree, 53 were in Spanish; most bilingual courses were transferable to four-year institutions; and over 500 faculty members were involved in bilingual crosscultural programs or courses.

The California community colleges plan for bilingual crosscultural programs

The California Community Colleges Plan for Bilingual Crosscultural Education is proposed as a structural framework for the planning processes of the various curriculum committees statewide. The Plan provides a bilingual crosscultural option to any community college student in any field. This option is to be made available through a specified course of study which would lead to an Associate in Arts degree with an added "Bilingual Cross-Cultural Specialization" or to a "Bilingual Cross-Cultural Certificate."

Designated areas of emphasis in the bilingual program plan include: (a) Area of major study; (b) cross-cultural relations theory; (c) history and culture of target group; and (d) language competency/linguistics.

The Board of Governors approved this plan as a model framework for future program development and as such established uniform guidelines for future submittal of new bilingual programs statewide.

Adoption of new California Administrative Code Regulations—Title 5, article 3, section 55225, Bilingual Crosscultural Programs and Courses: Annual Articulation Plans

These new regulations complied with requirements mandated under California Assembly Bill 2615, The Bilingual Teacher Grant Development Program. This bill created a major grant program inclusive of all postsecondary institution both public and private. The goal of the bill is to provide financial aid grant monies to students seeking a bilingual crosscultural teaching credential.

Because many of the pool of potential bilingual education teachers first enroll in community colleges, the bill also mandated that stricter articulation agreements between community colleges and four-year colleges be developed to facilitate the smooth transfer of community college students. The Title 5 regulations provide a detailed mechanism for articulation with strict annual update of all articulation agreements.

English as a second language programs

The Chancellor's Office is presently studying the extent to which ESL courses and related programs exist in the community colleges. A preliminary survey of 18 Southern California colleges was conducted from December 1982 to August, 1983.

Survey Findings.—The survey reveal that the majority of ESL programs are taught in the Language Arts or Humanities Division of the colleges. The credit programs are found primarily in English departments, with Foreign Language departments a close second. These ESL programs are, for the most part, not under learning skills or developmental education. There are half as many credit programs as noncredit programs.

The typical ESL program offers an average of 24 units to students who are taking other concurrent courses at the college. Most ESL students intend to mainstream into academic or vocational programs. The majority of ESL classes were classified by the campus Dean of Instruction as being transferable (42 percent) or remedial (38 percent). Remaining ESL classification ranged from vocational and personal enrichment to community services.

Program survival

There are two factors impinging on the continued survival of ESL programs—fiscal support and educational policies concerning the role of community colleges in remediation. Both these issues are inevitably related and need much more intensive and revitalized study.

Bilingual vocational training programs

Most of the funding for these programs has been provided under Subpart 3 of the Vocational Educational Act (P.L. 94-482). Emphasis has been placed on developing curriculum materials, career counseling and instructional guides to address the needs of LEP students enrolled in vocational education programs.

During the 1982-83 academic year, fifteen districts from the 30 districts with highest concentrations of LEP students were funded to provide additional programs and services for LEP students enrolled in vocational education. This was accomplished with a combined application of Subparts 2 and 3 of the Vocational Education Act. A second major area of emphasis has been over work in the development of Vocational English As A Second Language material (VESL). VESL is occupation-specific ESL. Language and occupational instruction is linked to provide immediate access and rapid development of employment-related skills even for individuals with limited English-speaking abilities.

In the area of policy, the California Advisory Council for Vocational Education (CACVE), recently published a document entitled, "Horizons." This publication had intersegmental participation and has served to provide significant direction in the field. The basic premise in "Horizon" includes the following points: Language and cultural barriers must be dealt with in vocational training programs; language and occupational instruction should be linked. Vocational ESL, not general ESL, should be used as a language methodology; complete delivery systems of instruction, program support, and administrative support should be developed; and linkages of public and private resources, as well as coordinated planning and implementation of programs, should be developed.

Migrant education

At present, there are seven community colleges participating in the Migrant Mini-Corp Teacher Program. The program outreaches to students from migrant families who intend to become teachers. These students receive grant awards throughout their college career and in turn are required to teach migrant children for a fixed period of time.

Hispanic students are particularly impacted by this program because most migrant farmworker families in the state of California come from Hispanic backgrounds.

Community college fund for instructional improvement (AB 1173)

The Community College Fund for Instructional Improvement provides support for the improvement of learning through developing, implementing, and testing alternative educational programs and services in the California Community Colleges. The Fund consist of a direct grant program and a revolving loan program.

For the 1983-84 fiscal year, the Fund awarded a total of $759,319 in grants and $88,783 in loans to 74 projects. These projects cover a wide range of academic disciplines and activities directly related to the instruction process.

The Fund has addressed the needs of LEP and culturally deficient students. The flexibility of the Fund and its focus on innovations has allowed the development of many pilot projects which in turn became part of the core curriculum. The Fund has provided incentives to develop alternative ESL/VESL and other language proficiency programs. In addition, there have been a series of model staff training programs designed to provide crosscultural and multicultural skills.

Extended opportunity programs and services (EOPS)

The initial State-funded programs for disadvantaged community college students is the Extended Opportunity Programs and Services (EOPS). In addition, special State-funded programs include new support programs and services for those who enrolled as a result of the outreach efforts, small grants to some students to help cover various costs, and, later, pre-college programs to improve preparation for college and university work. Since 1980, the major State-funded addition to EOPS in the community colleges has been Project Transition, a program involving internship to encourage and assist potential transfer students in their transition to the four-year colleges and universities. Another aspect of the Transition Project is to provide smooth transition for students into the world of work.

EOPS has had a high rate of success with Hispanic students in this State. For the 1981-82 academic year, Hispanics comprised the largest percentage of EOPS students. Table D below, provides the comparative figures for all students.

TABLE D.—RACE/ETHNICITY OF EOPS AND ALL CALIFORNIA COMMUNITY COLLEGE STUDENTS—EOPS EVALUATION 1980–81

[Amounts in percent]

Group category	EOPS	ALL
White	28.7	62.8
Black	22.0	8.3
Hispanic	33.4	9.8
Asian	8.6	3.7
American Indian	2.2	1.3
Other	3.6	3.6

IV. SPECIAL UNMET NEEDS OF HISPANIC STUDENTS

There are three major problems which surface in every discussion concening the status of Hispanics in community colleges; outreach, financial need and transfer.

Outreach

For almost ten years after the passage of the California Master Plan for Higher Education (Donahoe Act, 1960), the State's policy for access continued to emphasize the accommodation of projected enrollments, the construction of new campuses and the expansion of facilities on others, and the hiring of faculty and staff to assure admission for all undergraduate students with the capacity and motivation to benefit from higher education. As the State approached the 1970's, however, concerned educators, legislators, and others came to the conclusion that access and opportunity were not really available to certain groups who had been conditioned by past educational experiences or current circumstances to view themselves as excluded from higher education.

Those concerned with the barriers to access faced by the disadvantaged concluded that simply adding more of the same kinds of facilities, programs, and personnel would not lead to the desired result of similar levels of participation by all ethnic and socioeconomic groups. In other words, the State's approach to access changed to reaching out to attact and recruit those who had not been enrolling on their own initiative, rather than simply making opportunity available to those who sought it.

The 1980's, however, is developing an educational climate which may threaten the gains made during the 1970's. As indicated in a previous portion of this report, the fiscal crisis in the state of California has direct educational outcomes. The emerging policy climate is one filled with limitations, constraints and a legitimate concern with sheer survival. College presidents and other administrators are facing decisions concerning deletions of existing programs. Already, some new programs still in their proving stage have been dismantled.

There is no doubt that community colleges are committed to access through outreach. However, outside of EOPS programs, all other supportive efforts will begin to suffer seriously in the years ahead.

Financial aid

In reference to financial need, the previous section outlining the profile of Hispanic students, described the present status of financial aid programs and the increased dependency on Guaranteen Student Loans (GSL's). These loans as a long-term source of aid may reduce access because GSL's ultimately compete with other financial investment decisions and could be discontinued abruptly—government gurantees aside.

GSL's are more regressive then need-based aid, threatening equity. Need-based aid is generally increased as student or family resources decline, whereas GSL's are indifferent to all adjusted income levels below $30,000; because associate or certificate students often earn less in many occupations than baccalaureate or professional students in higher paying occupations, the burden of repayment is regressive even at the $50 per month minimum.

Transfer

The issue of access and low transfer rates from California's community colleges to the four-year colleges and universities, has been a long source of debate. While the transfer rate of our total student enrollment is acceptable (i.e., 946,300 students in 1979-80), the transfer rate for minorities is not. We have long been grappling with the low transfer rates for Hispanics and Blacks and while some corrective efforts have been in place, these need to continue and increase.

One realization has become clear—the transfer issue is one which must be dealt with systematically and cooperatively by all segments. Specific policies must be clearly understood and articulated statewide. In addition. the transfer issue necessitates the involvement of the high schools to ensure that students are prepared academically and logistically to meet the requirements of the colleges and to pursue an academic program which leads to transfer.

V. COOPERATIVE EFFORTS WITH FOUR-YEAR AND OTHER INSTITUTIONS

The California Round Table on Educational Opportunity

The California Round Table on Educational Opportunity was formed in 1980. The Round Table works on problems which affect all levels of education in California, and its members include the Chancellor's of the California State University and the California Community Colleges, the Superintendent of Public Instruction, the Director of the Postsecondary Education Commission, the President of the University, and the President of the Association of Independent California Colleges and Universities.

Some of the most recent work on the Round Table includes the development and distribution of a booklet designed for eighth graders entitled, "Futures" which is a statement of expected competencies in English and Mathematics. In addition, a report was published which is designed to look at the status of the teaching profession at the K-12 level. The report is entitled, "Improving the Attractiveness of the K-12 Teaching Profession in California" (March, 1983).

While the two publications highlighted above concern themselves with K-12 students, the impact of this work on all students is very significant. In particular, the impact on Hispanic students is increased by the fact that Hispanics have a very high school drop-out rate in California.

The Round Table promises to be a good vehicle for future discussions and actions for an intersegmental cooperative nature. Some of the topics scheduled for discussion include: College Accredition Standards, Statements of expected student competencies in Science, and social students, review of access data and improvement of articulation and transfer procedures.

VI. RECOMMENDATIONS

The following recommendations are offered for consideration in the reauthorization of the Higher Education Act of 1965 as amended which is scheduled to expire in 1985. In particular, these recommendations seize this opportunity to focus on the status of Hispanics in Higher Education and the significant role of the California community colleges for these students.

Recommendation No. 1. *That the Higher Education Act (HEA) be amended to reinstate language specifically directed to community colleges*

When the Higher Education Act was first authorized in 1965, Title X of the Act addressed community colleges. This title included language designed to support construction of community college facilities. While authorized, there were no funds appropriated because State and local tax support was available. Title X was referred to in jest as the "Brick and Mortar Title." As a result of subsequent amendments, Title X became the Fund for Improvement of Postsecondary Education and community college concerns were subsumed in other sections.

The HEA presently provides specific titles addressing the state colleges and universities. Now, more than ever, specific focus and intent must be provided to strengthen the community colleges as an equal and signficant partner in postsecondary education nationwide.

Recommendation No. 2. *Specific incentives must be built into the Act to support intersegmental coordination*

Articulation and transfer issues must be identified as crucial concerns for all students and minority students in particular. Specific funds should be allocated to be matched with State resources in order to conduct a targeted and systematic review of the transfer issue as it applies intra and intersegmentally.

Recommendation No. 3. *Specific incentives should be included in the Act to study the special needs and impact of financial aid on Hispanic students*

Transfer problems presently, are not limited to academic work. Financial aid eligibility transfer is a serious problem impacting students. Policies and vehicles must be identified to assure ease of financial aid transferability from community colleges to the four-year schools. The types of financial aid offered to Hispanics should be scrutinized to determine potential discriminatory trends.

Recommendation No. 4. *Title I, section A should be strengthened*

This title, while authorized by Public Law 96-374, did not receive any funds as specified by Public Law 97-35. The Title would have established a Commission on National Development in Postsecondary Education. The mandate of the Commission was to identify the future needs of education in the United States, the effectiveness of Federal financial assistance to students and postsecondary institutions, the capacity of institutions of higher education to carry out their mission, the effect of demographic change on postsecondary institutions.

Support of the basic intent of the Commission would be most helpful particularly to states like California which is seeing, and will see, rapid demographic changes.

Recommendation No. 5. *Title I, Part B; Title II, Part A; Title III, Title IV in particular, subpart 4 and 5; Title V and Title VI must all be strengthened with particular attention paid to their impact on Hispanic students*

To: Paul Simon, Chairman of the
Subcommittee on Postsecondary Education,
December 3, 1983.

Current financial aid policies are having a "chilling effect on the post-secondary attendance rates of Hispanic students, deterring them from applying in significant numbers and increasing the difficulty in their attending California colleges.

So negative is the impact of these policies, that I believe we are actually moving backwards, in the direction of what we had in this country before the national and state financial aid programs of the sixties were enacted.

To fill in the backround: The passage, in 1965, of the Federal Higher Education Act created financial aid programs that did have a significant impact on increasing the enrollment of Hispanics in postsecondary institutions. In addition, in 1972, Congress established the Basic Educational Opportunity Grant Program, as a national foundation upon which all other aid programs—state and campus—are based. This piece of legislation also benefited Hispanic, along with other "disadvantaged" students.

However, two major factors are having a negative impact on the educational opportunities of Hispanic students today. First, in the late 1970's, the Middle-Income Student Assistance act (MISA) opened up financial aid to the so-called middle class. This act was featured by expansion of eligibility criteria in federal programs, with no demonstrated need required for participation in the federal guaranteed student loan programs.

The second major factor was the growing sentiment by the public limiting the role of government, and the Reagan administration, reflecting that sentiment has implemented policies to cut back and eliminate national programs of student financial aid.

Programs such as the National Direct Student Loan, Federal Insured Student Loan and Social Security benefits for college students are being eliminated and the Pell grants, work-study and other programs are continually targeted for reductions.

As a result of the expanded eligibility criteria established by the Middle-Income Student Assistance act, more and more people have become eligible for financial aid on college campuses. In addition, the amount of campus aid available for distribution has stayed constant, or in some cases, have actually declined as the cost of attendance exceeds the annual inflation rate of the country.

These realities have had a direct affect on the policies and procedures of individual campus financial aid programs. Rationing techniques are being established to spread the limited amount of aid available to more and more financially eligible students. Some examples of these rationing techniques are as follows:

(1) Earlier application filing dates: The deadline for financial aid application at the University of California for 1984 is February 9; for the California State University system, March 1. Since the information required on the financial aid form is based on 1983 income tax forms, families have little more than one month for UC and two months for the state university system to gather data, fill out the forms and meet the priority filing deadline.

The early deadline favors those individuals who can complete forms quickly and have parents who can read, understand and can assemble all the required financial information in a timely manner. I won't discuss the complexity of the form, because that is a whole issue in itself.

(2) Student Contributions: A second rationing technique in use on college campuses are increasing the amount of contribution expected from the student. More and more resources are expected from them—not only in the traditional form of summer earnings, but now also in "term-time" earnings, a new concept creeping into financial aid.

In some cases, students are required to contribute a standard amount, regardless of the background of parental income. From the perspective of the financial aid officer, for every $100 increase in student contribution, $100 less aid will be required for distribution.

(3) Threshhold Packaging: This is another approach that is used to ration funds. To qualify for aid, an applicant would have an established minimum need after the parent contribution and student contribution and other outside resources have been subtracted from the student expense budget. The need level could be as low as $100, or as high as you want to establish it. One campus that I am aware of, indicates to the applicant that if their adjusted need is $1000 or less for the academic year, one will not qualify for campus based financial aid.

(4) Gap Packaging: After the applicant has passed the threshhold and qualifies for campus base aid, a percentage of his or her need will not be filled because the total applicant pool may have more need than available funds. The procedure for funding students with less than their eligible need is called gapping. A 20 percent gap is not uncommon. Hence, if a student is eligible for $2,000 of campus base aid, it is possible that he or she will only receive $1,600 if a 20 percent gap is applied. The percentage of the gap can be adjusted upward or downward depending on the aid available for distribution.

Earlier deadlines, higher expectations of students and their families, threshhold and gap packaging—these are among the procedures being employed as a result of expanded eligibility and limited financial aid.

As I said earlier, these policies are particularly discouraging for Hispanics. A complicated application process requiring a sophisticated understanding of the family's financial resources in a rapid turn-around time frame is a major obstacle. And for those who surmount this obstacle, there are still further disappointments because they are receiving smaller and smaller allocations of aid. Aid they were once eligible for.

Many, because of low income or inability to cope with the complex process of getting aid, do not apply at all and thus do not attend postsecondary institutions. Others are being forced to attend lower-cost institutions. This is a form of segregation—and, in my opinion, not good public policy.

What is needed is a rethinking and a redefinition of the goals and objectives of the federal aid programs. What are they for and who are they designed to assist? Should they be targeted for low income—or low and middle income—or for underrepresented groups such as Hispanics?

If we can agree on common goals, then adequate financial aid will need to be appropriated to meet those goals so that financial aid officers on the various campuses can get on with the job of distributing aid to needy students and not devising strategies on rationing this precious support.

The rethinking we so badly need should, I hope, clarify the needs of Hispanics and help them achieve their appropriate representation throughout the spectrum of California postsecondary educational institutions.

Respectfully submitted,

WILLIAM J. VILLA,
Director of Admission/ORS,
University of California, Santa Barbara,
Member, California Student Aid Commission.

TESTIMONY OF JOSE ROBLEDO, MANAGER, STUDENT RESOURCES AND OUTREACH SERVICES, DE ANZA COLLEGE

My name is Jose Robledo, and I am the Manager of Student Resources and Outreach Services for De Anza College, a community college that is located about 60 miles south of San Francisco. I come before you today not as a De Anza College administrator, but rather as a concerned individual who has spent 15 years in the field of financial aid, observing the trends and sharing ideas, problems and concerns with my colleagues. I want to thank the Committee for the invitation to speak on the impact and access of the Hispanic student in postsecondary education. Since my area of specialty is within the financial aid field, I have limited my comments to financial aid matters and trust that others will cover other areas affecting the Hispanic student that are equally as important.

Having said the above, I would like to share with you my personal opinion on what I believe to be the single most devastating financial aid concern that impedes or prevents the Hispanic student from pursuing a college education, specifically, the proliferation of aid programs from many different sources, all accompanied by their own application procedures that confuse and frustrate the student.

The presence of thousands of students on the nation's campuses from the majority population who would formerly have found a postsecondary education beyond their limits is testimony to the success of the student aid system for this select group. In an age in which college-level training is as important for personal advancement, as a high school diploma once was for simply obtaining a job, student aid has been seen as indispensable for achieving equality of opportunity in the United States. Yet, for the Hispanic student, much remains to be done.

The student aid system, which was intended to provide access and choice, is quickly becoming a victim of its own success. As the volume and variety have increased, the system has proliferate into a bureaucracy of policies and procedures that has become all but impenetrable, even to professional aid administrators—not to mention the low-income Hispanic student, one of the system's intended beneficiaries.

The Hispanic who seeks financial aid nowadays confronts a bewildering array of programs and application procedures. He/she may qualify for a Pell Grant awarded to him directly by the federal government; or he may qualify for a grant or loan from his state, his college, or again the federal government; or he may participate in a state, college, or federally-funded college work-study job; or he may obtain a scholarship from the local Chamber of Commerce or his former high school—or any combination of these. In addition, he may be entitled to aid under the GI Bill, or maybe even Social Security, or Vocational Rehabilitation, or the Bureau of Indian Affairs, or any one of a number of specialized aid programs.

Furthermore, wide differences exist from college-to-college and state-to-state in the administration and delivery of student aid. Many colleges and states have established student aid programs; but while some offer grants outright, others offer loans. Some programs base a student's eligibility on academic promise, while others on financial need, and still others on a combination of these criteria.

This confusing picture has been created by many who apply pressure against all levels of government and from a host of political decisions made at different times and places and under different circumstances. As student enrollement has grown for the majority population, thanks to existing aid programs, so have the pressures upon the system to enlarge its purposes by adding new programs or by adding additional funds to the old ones—as evidenced by the creation of the Middle Income Student Assistance Act of 1978. Thus the entire system tends to proliferate still further, leaving behind the needs of the Hispanic student.

The system's complexity has developed into a source of great frustration for the Hispanic student. I ask you, with all of the sources that I noted earlier and with all of the forms that these programs require, where should the student begin the process of applying for aid? Moreover, if counseling services are not available, as is the case in many of California's high schools, will be student ever clearly understand the process enough to singularly initiate the application process for all potential programs? I do not believe so, and I think that some of the statistical data that is available raise the same questions. For instance, according to the U.S. Census Bureau, Hispanics make up approximately 20 percent of California's population. Yet, Hispanics, as reported by the California Postsecondary Education Commission, account for only 9 percent of the students earning degrees in community colleges, 7 percent of the B.A. degrees awarded by the California State Universities and only 5 percent awarded by the University of California.

I believe that the financial aid system itself has become a barrier that impedes the Hispanics pursuit of a college education. The system has become a source of inefficiency, of wasted resources and of unfairness in the distribution of funds. Some students are well served by the system, some are served poorly, and others, unfortunately, are not being served at all.

Given this situation and the circumstances surrounding it, one must wonder if it is all worthwhile. Yet, seeing a few students get a college education who might never have gotten an opportunity otherwise, makes it all worthwhile.

So it seems that the only alternative left is to review our current financial aid system and implement some changes that would improve the current system and to make it more responsive and sensitive to the Hispanic. To this end, I offer the following recommendations:

1. Develop a single application that can be used by the student to apply to all financial aid programs.

2. Make the educational institutions the center for establishing eligibility for all public aid programs.

3. Require the student to submit the financial aid application to the educational institution only, thereby eliminating the confusion created by the submission of an application to other sources. The various needs-analysis processors woud continue to provide their services for the student and the postsecondary institutions as they have in the past.

4. Make the Pell Grant a campus-based program, administered similarly to the SEOG program. Eliminate the central processor and rely on the multiple data entry agencies to do the needs analysis as noted in Recommendation 3, above. Replacing the central processor with these recommendations should save time and money for everyone.

5. Establish an income ceiling for the SEOG program so that the funds can be directed to low-income students.

6. Reintroduce into the year-end fiscal operations reports a section that would capture demographic information about the institution's financial aid recipients. Information about the recipients' ethnicity, income level and gender would help determine the impact and effectiveness of our federal programs and thereby help chart a course for us that would more effectively meet our needs, goals and objectives.

7. Maintain all three campus-based programs—the SEOG, CWS and NDSL programs. The flexibility that these programs offer the financial aid administrators help provide access and choice for our students.

8. The federal emphasis should be on continued funding of significant aid programs to needy students, not on tax incentive programs or merit-based programs which should be left to the private sector.

STATEMENT BY RAZA ADMINISTRATORS AND COUNSELORS IN HIGHER EDUCATION, REPRESENTED BY RAMON CRUZ, DIRECTOR, EDUCATIONAL OPPORTUNITY CENTER, UNIVERSITY OF CALIFORNIA, LOS ANGELES

As has been emphasized by speakers earlier this morning, and by testimony in previous hearings, access to higher education for Hispanics in the 70's has not progressed when measured by national participation rates. On July 22 of this year, RACHE submitted a statement to the Secretary of Education outlining the strategic importance of the TRIO programs to Hispanics in California and across the country. A copy of this statement was also sent to the Honorable Paul Simon.

It is important to underscore the basic causal factors that perpetuate the failure of our higher educational institutions to provide access to Hispanics. There is a growing consensus that the 45 percent dropout rate for Hispanics in K-12 is the largest single factor of the disparity with other ethnic groups. Studies show that contributing to the dropout rate and to otherwise inferior preparation for college, is a lower level of achievement for Hispanics in science, math, reading, and other subjects critical to entry and retention in college.

Rather than trying to reinvent the wheel in response to the popular movement towards quality education, I believe Congress should re-invest in the proven success of intervention programs that are already underway and in place. No one will deny, for example, that by tutoring our 7th grade students in math we will help them complete the entire curriculum from algebra through calculus. No one will deny that successful students in math and science are very unlikely to drop out in the 10th or 11th grades. No one will deny that these same students will very likely enter and complete a postsecondary program. While we are dreaming and scheming about educational reform we should also be strengthening the basic program models that are already in place and require no debate or study for implementation.

It costs about $500 to tutor one student for one year, using the conventional one-on-one approach. With the use of microcomputers for drilling and tutoring, I believe the cost can be significantly reduced. The Talent Search program was authorized to provide tutoring in the 1980 amendment. At about the same time, the Congress de-invested in TRIO by reducing the total TRIO authorization and approving only enough funds to maintain existing activities. The Talent Search programs that were authorized to provide tutoring to 7th and 8th grade students, as well as high school students, were funded at the same level of $100 per student instead of at an increased level to subsidize the new tutoring authorization.

As RACHE recommended in our prior statement, the Talent Search projects should be required to provide tutoring, not just authorized to do so. At the same time, the level of funding per student should increase from $100 to $500 per student. Likewise, the Talent Search budget at the national level should be increased from $17 million to $85 million, an increase of 500 percent.

This same initiative is responsive to many of the authoritive recommendations for educational reform. The TRIO programs are intervention programs which relate very well to curriculum articulation and coordination between secondary and post-secondary programs. If TRIO programs have not contributed directly to quality education in the past, I suggest two reasons. One is that TRIO programs have not been funded at adequate levels to focus more or development and less on information. Two is that the secondary schools have not been expected to integrate minorities into college preparation programs.

What do we do with the 100,000 Hispanics currently enrolled in California's community colleges? How can TRIO help students transfer to four-year institutions? Again, we do not need to invent a new program. Our Special Services programs and Educational Opportunity Centers are already working in many community colleges in California and across the country. I suggest a special focus should be placed on helping part-time community college students become full-time students. This can be done by assessing the students' skills and interests and by helping them apply for financial aid. The EOC project I direct is helping 10 community colleges in 5 local districts for Transfer Centers as each campus so that students know where to go to get the information they need to transfer. We are also developing a computerized student data bank so that we can provide lists of community college students to 4-year institutions. Special Services projects at community colleges should be required to identify transfer-oriented students and place them in 4-year institutions when they graduate. Equally important is the need to provide adequate financial aid awards for community college students so that they can afford to quit their full-time jobs and progress from part-time students to full-time students.

By strategically enhancing the TRIO programs in 1985, I believe we can place minorities in the mainstream of educational reform. I do not believe money should be pumped into any program without first committing ourselves to the goal of quality education for all segments of our society. When and if we have completed our educational reforms will we still be asking ourselves the same questions we asked in 1965? How many minorities are enrolled in college? At what rate do they graduate from 4-year colleges? How does their participation rate in college compare with the participation rates of other ethinic groups? These are questions that are fundamental to the values of equal opportunity and the American dream.

We cannot avoid costs in providing quality education especially to those who have been denied quality since kindegarten. Supporting and enhancing the TRIO programs is an efficient investment that will help articulate quality with equality.

TESTIMONY ON HIGHER EDUCATION ACT OF 1965

JULY 22, 1983.

LYNDA C. DAVIS, Ph.D.,
Assistant Secretary, Legislation and Public Affairs,
Office of Legislation,
Department of Education,
Washington, D.C.

DEAR DR. DAVIS: We appreciate this opportunity to provide a California perspective, a TRIO perspective, and a Hispanic perspective on issues relating to the reauthorization of the Higher Education Act of 1965. This statement identifies several issues that need to be addressed in establishing the superstructure of a federal strategy to increase the enrollment of ethnic minorities in higher education.

Although we have made judgements, we hope our judgements and logic are debated. Likewise, our proposals should be scrutinized and compared with alternative, viable elements of a comprehensive and purposeful strategy. It our comments challenge the position of the Administration, it is our good faith intention to elicit a logical and meaningful understanding that prompts these questions.

Within the next 12 months or so, we hope you will be inclined to entertain more discussion on these and related issues. Our statement is embodied in this letter and the attached papers. Any informal response would also be welcomed by the leadership of our association.

The membership of RACHE consists of student services personnel and administrators in public and private colleges in California. Our main purpose is to increase the Hispanic enrollment in all of California's postsecondary institutions. As represented by this document, we believe the TRIO programs are essential to this effort Please be assured, however, that RACHE will continue to press local institutions and the state to assume appropriate measures of responsibility.

Warmest regards,

Ramon Cruz, *Member, RACHE Policy Committee.*

The 1985 Reauthorization of the Higher Education Act of 1965: Reexamining the Issue Relevant to the Special Programs For Disadvantaged Students, by Ramon Cruz, Policy Committee Member, Raza Administrator and Counselors in Higher Education

July 22, 1983.

During the late sixties and early seventies, the Congress and the Administration of the United States recognized the need to intervene in the secondary and postsecondary educational system and contribute resources devoted to helping disadvantaged students prepare for access and complete a postsecondary education. The programs, often referred to as TRIO programs, have been highly regarded and considered successful by the participants, sponsoring institutions, minority professionals and numerous political and educational leaders. Statistical evidence of program success has been documented in the form of percentages of program participants placed in postsecondary institutions, minority college enrollment increases, college retention data, and other data complied by the Department of Education and other organizations.

The current Administration has sought to dismantle the entire TRIO initiative as it is currently structured, not because of program weakness, nor dissaffection with the program goals but because of a differing concept of the proper role of the federal government. Due to strong Congressional support, aided by educational lobbyists, the TRIO programs have survived the program-cutting-axe, even though other, educational and human services programs have been eliminated. Although still in jeopardy, programs such as TRIO, have been able to maintain their programmatic integrity without Administration's support, and should be reexamined not only by Congress and the educational community, but also by the Administration.

This paper attempts to clarify issues that should be more fully explored and studies prior to the 1985 reauthorization. The issues of the 80's differ in several ways from those of the 60's and 70's. Although college enrollment rates for minorities grew rapidly during the late sixties, when the TRIO effort was first initiated, the rate of increase tapered off and may have peaked by the mid-seventies. The late seventies have seen a dramatic decline in Black graduate enrollment and a decline in the percentage of Hispanics who enter college. Many TRIO administrators believe that TRIO programs should be collecting more performance data to better illustrate the effectivenesss of the programs. However, the Aministration has sought to reduce the data collected by the Department of Education. The an effort to curtail overall education spending, TRIO programs have been ranked and "prioritized" both internally (e.g. Upward Bound vs. Special Services, etc.) and externally (e.g. TRIO vs Title III). New concerns for improving the quality of education and increasing our technological and scientific capabilities have been articulated by the President in relation to world-wide economic competition and the national defense.

1. What is the proper role of the federal government pertaining to TRIO programs?

The basic principal cited by the Administration in this regard is that, according to the constitution, the states are responsible of proving education, not the federal government. In addition, the Administration has claimed an electoral mandate to reduce government spending and to decrease unnecessary regulations and restrictions imposed by the federal government on the states. The Administration has not directly challenged the need for TRIO programs, but by recommending TRIO program cuts, recisions and zero funding, while at the same time recommending augumentrations for Title III and the continued support for selected spending programs, perceived implications are that, relative to other programs, TRIO is a low priority or unnecesary program.

Since the Administration has not sought to eliminate all education spending programs, the pattern of selective support suggests that the proper federal role is to support some programs, but not others. The criteria used by the Administration to establish funding priorities are not clearly evident nor consistent based on the choices made and stated perferences. For example, the President's budget for fiscal year 1984 proposed to cut the TRIO appropriation from $154.7 million to $35 million, a 77 percent reduction. The remaining $35 million will be awarded only to institutions with 50 percent or more minority enrollments. Black colleges are expected to receive the same amount, $23 million, that they currently receive. However, only 30 percent of Black students and 10 percent Hispanic students are currently enrolled in colleges that would be eligible for these funds. The types of services that would be authorized to be provided by these funds would closely resemble the current Special Services program, providing tutoring and counseling to retain currently enrolled college students.

This proposal may suggest that the President's choice was based primarily on the criterion of need. The federal role question does not apply to this choice since providing supportive services to students in minority college embodies essentially the same role as providing similar services to eligible students in colleges with small percentages of minority enrollments. Although the primary responsibility for providing education clearly lies with the states, the current Administration appears to be demonstrating that it is appropriate for the federal government to provide some services to some needy students and institutions to the extend that this effort does not compete with resources that are committed to higher Administration priorities.

One of the goals of the TRIO programs historically has been to increase minority college enrollments across the country. There is not much reason to expect minority enrollments to be impacted by a program that this is funded to serve only a small fraction of the needy population. Even the $154.7 million level of funding is considerably less than the $400 million authorization approved by Congress in the late seventies based on an analysis of need. The Administration has not announced a strategy, nor sufficiently supported one or more programs, that have the promise of significant gains in minority college enrollments either individually or collectively.

2. Is it the proper role of the federal government to support programs at such low levels of funding that their projected impact on national interests, absent other strategies, is negligible?

It may be presumed that Title III funds, which provide institutional support to Black colleges, coupled with Pell Grants, loans, and a small TRIO allocation, may collectively support continued progress in minority college enrollments. The implied strategy may also include voluntary increases in state and institutional support for related services. Although Title III funds will benefit the Black colleges that currently enroll 30 percent of the nation's Black students, the impact of those funds, even in increased, will not augment appreciably the enrollment in those schools. They will not benefit the 70 percent of Black students enrolled in other colleges. The Administration has recently sought to increase the ceiling on Pell Grants, but has also proposed cuts in other grants and aid, that collectively would reduce the amount of revenues available to Black colleges.

The Pell Grants and other forms of student aid are of great significance to disadvantaged students who are already enrolled in college, or who are at least in the college preparation pipeline. The unique strategic value of TRIO programs, however, is that they are designed to identify students who need more information about higher education, and to provide the guidance and tutorial support needed to adequately prepare for college. The TRIO programs increase the pool of students eligible for college, whereas the student aid programs do not. The Administration has proposed to support the one TRIO program, Special Services, that focuses exclusively on retention in college, rather than pre-college outreach and support as provided by Talent Search, Upward Bound, and the Educational Opportunity Centers. This suggests that the Administration does not embrace the original goal of TRIO, i.e. to increase minority college enrollments, but rather prefers to partially support college retention services for students already enrolled in minority colleges, and chooses to continue minimal student aid support for low income students already enrolled or identified as college prep students.

3. Will the states, local colleges or schools provide support for TRIO-type services if federal funds are withdrawn?

There is some evidence, at least in California, and possibly in other states, that state supported colleges and agencies are committed to supporting intervention programs in secondary schools that provide some of the services typically provided by Talent Search and Upward Bound. California has established Student Affirmative

Action policies and programs that compare minority and women college enrollments with high school graduation rates and state population demographics. Assembly Concurrent Resolution 151, passed by the California legislature in 1974, resolved to correct the underrespresentation of minorities and women by 1980. In 1978 the Cal Student Opportunity Access Program (Cal SOAP) was funded as a pilot program by the legislature in order to identify underrepresented target groups and provide information and tutoring. Five grants each averaging $50,000, were awarded to select consortia of secondary and postsecondary institutions, on a 50 percent matching basis. This program was reauthorized by the legislature in 1983 at about the same level of funding, and must be re-evaluated by the California Postsecondary Education Commission every three years.

Prior to the Cal SOAP initiative, several Student Affirmative Action programs were established in both the University of California and the Cal State University which eventually received augmented state support of $1-2 million. Earlier institutional efforts were developed in the late sixties and early seventies in the four-year and two-year public colleges, called Educational Opportunity Programs and Extended Opportunity Programs and Services. These programs continue to be maintained by the legislature, and differ essentially from Student Affirmative programs by extending eligibility for participation to all students with family incomes below a specified level.

Despite the heroic Student Affirmative Action and EOP efforts in California, the need for related services appears to be outstripping the funding capabilities of the state. In addition, the free access community colleges, which enroll 85 percent of California's Hispanic and Black college students, have only been able to deliver a 1 percent transfer rate to four-year colleges for minorities, and a 3 percent overall transfer rate. Black public school enrollments have increased from 8.4 percent of the total enrollment to 10 percent, between 1967 and 1979. During the same period, Hispanic enrollments increased from 13.9 percent to 23.4 percent. College enrollment rates for Blacks and Hispanics appear to have peaked at 7 percent and 8 percent respectively in the public four-year colleges during the mid-70's.

The number of Hispanic K-12 students increased from 616,226 in 1967 to 953,295 in 1979, whereas the number of Hispanics in schools with minority enrollment at or above 50 percent, increased from 229,589 to 591,109. While the Hispanic overall enrollment increased by 55 percent during this 12-year period, the number of Hispanics enrolled in minority schools increased by 157 percent. Black overall enrollment increased from 372,150 to 405,938, an increase of 9 percent, while Black minority school enrollment increased by 4 percent over the 12-year period, or from 279,283 in 1967 to 290,474 in 1979. In 1979 62 percent of all K-12 Hispanics and 72 percent of all K-12 Blacks enrolled in schools with more minorities than whites. In 1967, 37 percent of the Hispanics and 75 percent of the Blacks were enrolled in minority schools. Although the condition improved during this period, from 75 percent to 72 percent, Blacks were still more racially isolated than any other enthnic group, and Hispanics were rapidly catching up to Blacks at the rate of 2 percent per year, or an increase of 25 percent over the 12-year period. At this rate, Blacks and Hispanics will be equally racially isolated at about 70 percent during the mid-eighties. About one million minorities were enrolled in minority schools in 1979, of which 59 percent were Hispanics, 29 percent were Blacks, 11 percent were Asian and 1 percent were American Indian.

Thus, in California, a trend-setting state with a tradition of liberal spending in equal opportunity programs, the 1980 census reveals a 2.7 percent four-year college completion rate for Hispanics, compared with 17.7 percent for Asian and Pacific Islanders, 6.7 percent for Blacks, and 12.9 percent for Whites. Poverty income rates for Hispanics and Blacks are both at 19 percent, and for Asians and whites the rates are at 13 percent and 9 percent respectively. The community colleges in California will soon be charging tuition for the first time (the last state to do so), and the tax reformation and economic crisis have stifled any immediate hopes for program expansion. In 1981-82 the Cal SOAP program served about 3,000 secondary students throughout the state. The 33 Upward Bound Projects served about 5,000 students. There were 14 Talent Search projects funded in 1981-82 to serve about 24,000 students. The two EOC's served 15,000 students.

The University of California provided early outreach services to 17,000 students in 191 junior high schools and 140 high schools. In 1979, however, there were 1,943 racially isolated schools and 997,575 racially isolated minorities. In grades 7-12 there were 689,000 minority students, at least half of whom were enrolled in minority schools. Approximately 64,000 students were served in some fashion through federal and state intervention programs designed to increase the pool of disadvantaged students prepared or eligible for college. However, there appear to be approximately

30,000 to 500,000 students in California who need such services, and the number is rapidly increasing.

The California legislature and governor are supportive of several initiatives to improve the quality of K-12 instruction. The President's Commission on Quality Education has also supported similar initiatives such as increased teacher salaries, merit raises and more inservice teacher training. Provided that more minorities are invited to participate in college prep courses, such as Algebra, science and English composition, the new intitiatives may enhance the educational status of minorities and majorities alike. In California, however, the increasing rate of racial isolation for Hispanics, and the continued high rate of isolation for Blacks, would suggest that for the most part, disadvantaged students would not be expected to benefit from the improvements. Programs such as Minority Engineering Science Achievement, and Minority Engineering programs tend to target those minorities that have already been identified as exceptionally qualified minorities. About 45 percent of the Hispanci students and 30 percent of the Black students drop out of school before completing the 12th grade. There are no new initiatives in California, or generally across the nation, that appear to focus on reducing dropout rates or expanding the pool of minorities preparing for higher eduction. Unless the Cal SOAP program and Early Outreach programs are dramatically augmented, which is not anticipted in the foreseeable future, it is not likely that state funded efforts in California secondary or postsecondary schools will be able to substitute for reduced federal support of TRIO programs.

4. Are the TRIO programs an essential part of a national strategy to increase minority college enrollments?

The TRIO programs, specifically Talent Search, Upward Bound and the Educational Opportunity Centers, not only provide information to minority students who are racially isolated or not previously identified as college track students but they are also authorized to provide tutoring to help students succeed in completing college prep courses. This support is needed especially at the point when students begin to take college prep courses, usually between grades 7 through 9. In a 1975 study, the Education Commission of the States revealed that, among Western school students, Hispanics fell behind the average in achievement in science by 8.8 percent at age 9, and by 11.7 percent at age 13. Blacks fell behind by 13.0 percent at age 9, and by 16.5 percent at age 13. In mathematics achievement, Hispanics fell behind by 8.4 percent at age 9 and by 12.6 percent at age 13, whereas Blacks fell behind by 13.2 percent and 18.5 percent at ages 9 and 13, respectively. The disparity diminished somehwat by age 17, most likely because the low achievement Hispancis and Blacks dropped out at higher rates between the ages of 13 and 17. By providing minorities tutoring at the point when they begin to take college prep science and math courses, achievement levels may be more competitive with whites, and these minorities may be less inclined to drop out. The better prepared minority students will be more likely to be successful once they enter college, and less likely to be faced with the revolving door, college failure experience. Although other types of support programs may exist at some secondary schools, they either target more advanced students, or they concentrate on basic skills instead of college prep programs. Several federal aid programs fall into the basic skill pattern, including bilingual education programs. Although these are essential support systems, they do not directly provide the additional focus that is needed.

Student Special Services is the one TRIO program exclusively committed to college retention. The Educational Opportunity Centers are authorized to provide college retention services as well as outreach and information dissemination. California minority students in public four-year colleges are fortunate to be provided tutoring by EOP-type programs during their first year of college. Special Services programs supplement the EOP services and are critical in later years when difficult courses, that were postponed until after the first "critical" year, need to be taken in order to graduate. In the two-year colleges in California, a number of remedial courses are available, as well as learning skill labs and modest tutorial support. Of the 1,047,167 students enrolled in California's community colleges in 1978, 9.7 percent or 102,000 were Hispanic. Only 30,037 of thes were enrolled full-time, however. Full-time Hispanics and Blacks retain, graduate and transfer at much higher rates than their part-time counterparts, according to statistics provided by EOPS administrators. An important strategy to improve these rates for minorities in community colleges would include the increase of full-time enrollments among Hispanics and Blacks.

Retention services are frequently not available to part-time students because they generally take courses at night when tutorial services may not be provided. The part-time student is usually more poorly prepared and less motivated for college than the full-time student, and more often is interested in job-related skills basic education or high school equivalency courses, rather than a two-year or four-year degree. Due to day-time employment the amount of energy and time available to study may be insufficient, especially when study skills may also be at a minimum. Special Services programs in community colleges may reach out to part-time minority students, assess their academic abilities and achievements, and encourage the more capable students to enroll full-time with the support of financial aid and other retention services.

California is important to a national strategy to enhance the educational status of minorities because, of the 29 million poverty level residents of the United States, according to the 1980 census, 3 million, or about 10 percent reside in California. For Hispanics California is especially important because 31 percent of all Hispanics live in California, and because the 100,000 Hispanics in the community colleges, the 16,000 in the Cal State University and the 5,000 in the Unversity of California, constitute at least 20 percent of the total national Hispanic college enrollment.

5. *Should TRIO programs be modified during the eighties, and should other elements be coordinated in a national strategy?*

Although the California community colleges may be atypical in some respects, the large numbers of Hispanics and Blacks that are enrolled in these 107 campuses, 100,000 and 90,000 respectively, may justify the focus of special attention by TRIO programs. Nationally, part-time enrollment in community colleges has grown by 20.3 percent between 1975 and 1979, whereas full-time enrollment has dropped by 11.1 percent. Of the 602,000 Hispanics enrolled in colleges throughout the country, 283,000 or 46 percent are enrolled in community colleges. Among Black college students, 42 percent are in two-year colleges, compared with 43 percent for Asians and 37 percent for all students. The objectives of Special Services programs and Educational Opportunity Centers may be modified to include counseling and motivational services to part-time community college students, assisting them to secure financial aid and to enroll full-time. Special services and EOC projects may also be required to report annually the number of community college students served, distinguishing part-time from full-time, and the number of part-time students who changed to full-time status with the assistance of the project.

Tutoring services need to be provided with more intensity at grades 7-9. Although Talent Search has been recently authorized to provide such services, the low level of funding has discouraged this endeavor. Whereas it costs about $100 per participant to provide typical counseling and information services, the cost for tutoring is four to five times that amount. The most straightforward approach to this challenge would be to simply increase the amount of funds appropriated for Talent Search from $17 million to $85 million, and to require that tutoring services be provided by each project at specified grade levels. A long-range strategy to institutionalize these services may include requiring a matching contribution by local colleges of college students (possibly paid by work study) to augment the number of tutors provided. The Talent Search project at Cal State University, Long Beach has developed such a model, in conjunction with Cal SOAP and the South Coast EOP/S Consortium. Cal SOAP requires a 50 percent matching contribution by consortium members.

If Talent Search projects begin targeting grades 7-9, it may be appropriate to graduate Talent Search participants to local Upward Bound projects targeting grades 10-12. The scope of Upward Bound may be extended to provide tutoring to larger numbers of students, even if they will not all be accommodated in summer residence programs. Statewide planning and coordinating support is an essential element in a comprehensive strategy, especially since only the full commitment of all institutions, both public and private secondary and postsecondary, will be able to grapple with each level of socio-economically related inequities. Such planning and coordination may be facilitated through TRIO by requiring that state higher education planning agencies help with this effort, as a form of matching contribution to Educational Opportunity Centers. The number of EOC's should also be augmented from 32 to at least 50, so that every state may participate in this strategic effort. In addition to planning and coordinating, the state agencies may also contribute some assistance in evaluating the effectiveness of TRIO efforts within the state, especially in comparison with state-funded efforts with similar goals.

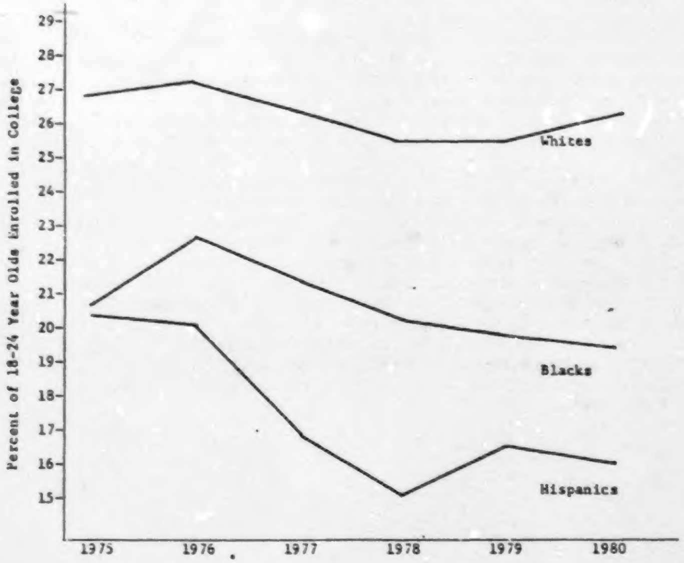
Using modern data processing technology, EOC's may identify large numbers of college recruitable target students, and distribute lists to colleges and other recruitment agencies. In a related effort by EOC at UCLA, over 30,000 students have been registered in the EOC student data bank at a cost (for data processing and materials) of less than a dollar per student. The strategic value of this effort is that it brokers information between students and colleges, and facilitates direct services by the colleges that would not otherwise have been provided. EOC's should be authorized specifically to register large numbers of students in similar data banks in each state. Other TRIO programs should be authorized to register their participants in the EOC data bank as well. Since this is a low-cost service, it may be possible to extend this service to the increasing number of needy students that may not be identified through any other related effort.

In California, and other states, Black graduate enrollment is declining and Hispanic enrollment is also very low. If EOC's are authorized to establish student data banks, upper division target students should also be registered with the data bank as recruitable for graduate schools. EOC's should also be authorized to disseminate information about graduate schools, and provide related counseling, since many of the re-entering adult undergrads will require a graduate degree to qualify for their career goal.

In addition to funding initiatives, a national strategy must also attend to college desegregation litigation, which, when properly resolved, should result in increased state support for minority college enrollments. Full compliance with all equal opportunity laws must be vigorously enforce by the Department of Education and the Justice Department. Similarly the desegregation of secondary schools must also be pursued by appropriate state and federal agencies. This is not perceived as an option of the federal government, but as a constitutional obligation. If the 12 states currently without acceptable desegregation plans were to comply forthwith, the value to minority students would be comparable to significant funding initiatives. To a large extent, the problems addressed by TRIO programs would not exist if secondary and postsecondary institutions provided equal opportunities to the full letter and spirit of the law.

Figure 1

Percent of 18-24 Year Olds Enrolled in
College, by Race/Ethnic Group, by Year



Source: Bureau of Census, Current Population Surveys, November Surveys, 1975-198

Given these strictures, the following sections give the best estimates possible of the representation of the four racial and ethnic minority groups by level in the educational system, their representation by field of study, and recent trends in the representation of minorities.

By Level

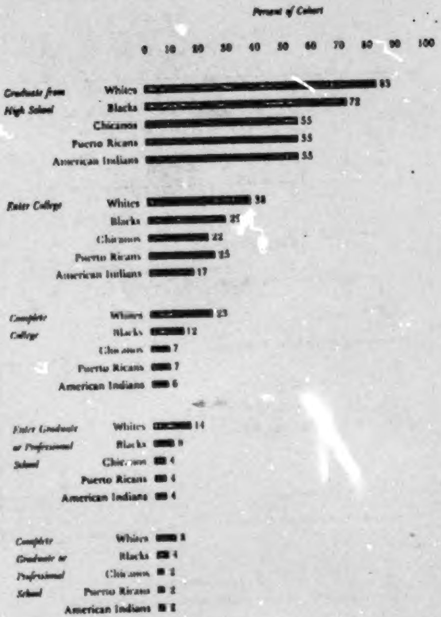
If one views the educational system as a kind of pipeline leading ultimately to positions of leadership and influence in our society, it is possible to identify five major "leakage" points at which disproportionately large numbers of minority group members drop out of the pipeline: completion of high school, entry to college, completion of college, entry to graduate or professional school, and completion of graduate or professional school. The loss of minorities at these five transition points accounts for their substantial underrepresentation in high-level positions. Figure 1 gives an overview of the educational pipeline for all four minority groups under study and for Whites.

High School Graduation. A substantial proportion of minority students leave the educational system before they even complete secondary school, thus severely handicapping their efforts to attain higher levels of education and to avail themselves of a greater range of career options. For instance, the high school dropout rate for Blacks is approximately 28 percent (compared with a rate of about 17 percent for Whites), and this attrition occurs throughout the high school years. Close to half (45 percent) of Chicanos and Puerto Ricans never finish high school, and this attrition begins in the junior high school years and continues through the high school years. Finally, although data are sparse, it appears that approximately 45 percent of American Indian students leave high school before graduation.

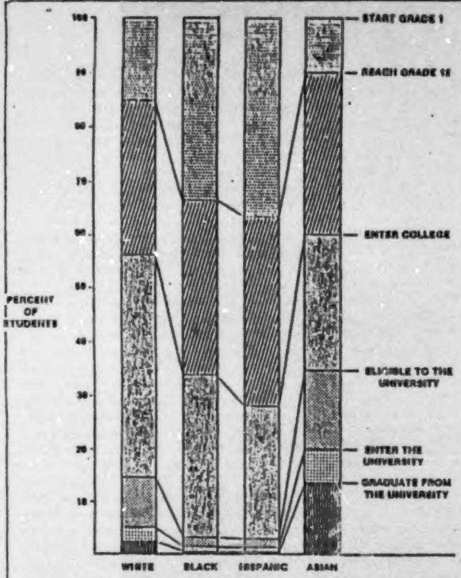
College Entry. With the exception of American Indians, those students who manage to complete high school enter college at about the same rate as Whites. Among high school graduates of each racial and ethnic group, approximately 45 percent of Whites and Puerto Ricans, 40 percent of Blacks and Chicanos, and 31 percent of American Indians enroll in college. (The figure for Puerto Ricans may be inflated, because it is based on data from the years when the City University of New York had a more open admissions policy. Since a majority of the Puerto Ricans who are residents of the continental United States live in New York City, they benefited particularly from this policy, which has since been modified.)

Baccalaureate Attainment. Of those who enter college, Whites are much more likely to complete the baccalaureate within the traditional four-year period than are minority students. According to the National Longitudinal Study, 34 percent of the Whites, 24 percent of the Blacks, 16 percent of the

Figure 1. The Educational Pipeline for minorities.



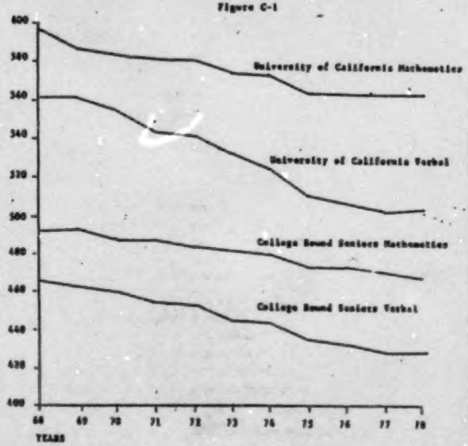
Higher Ed Research Institute, UCLA



FLOW OF FRESHMEN INTO HIGHER EDUCATION

INDICATORS OF DECLINING PREPARATION OF FRESHMEN

Figure C-1



SAT SCORES OF ENTERING UC FRESHMEN
AND OF COLLEGE-BOUND HIGH SCHOOL SENIORS

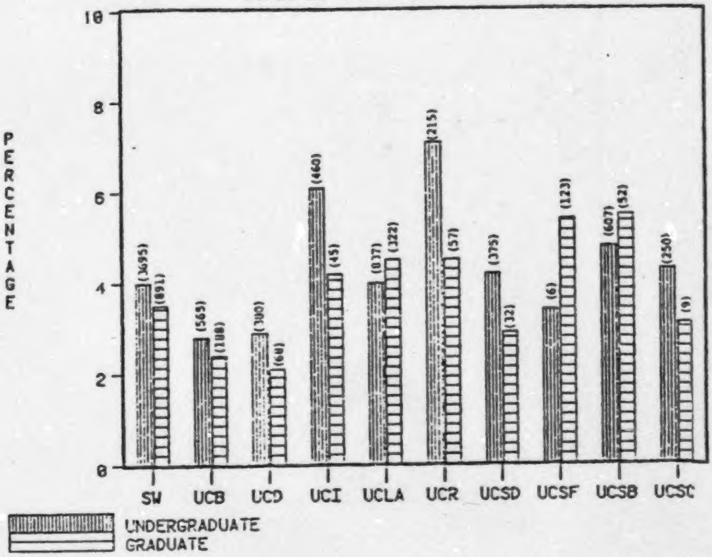
UC Systemwide Administration 1979

NOTE: The number of Black and Hispanic students eligible to the University is extremely small. Information regarding American Indians was not included due to the level of participation which could not be adequately reflected.

SOURCE: U.S. Commission of Civil Rights and U.C. Office of Outreach.

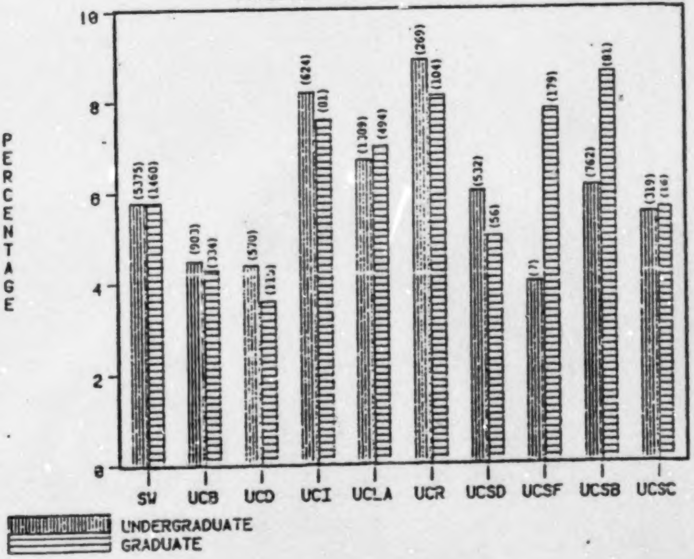
PERCENTAGE OF CHICANO STUDENTS AT EACH U.C. CAMPUS

DOMESTIC STUDENTS: 1981



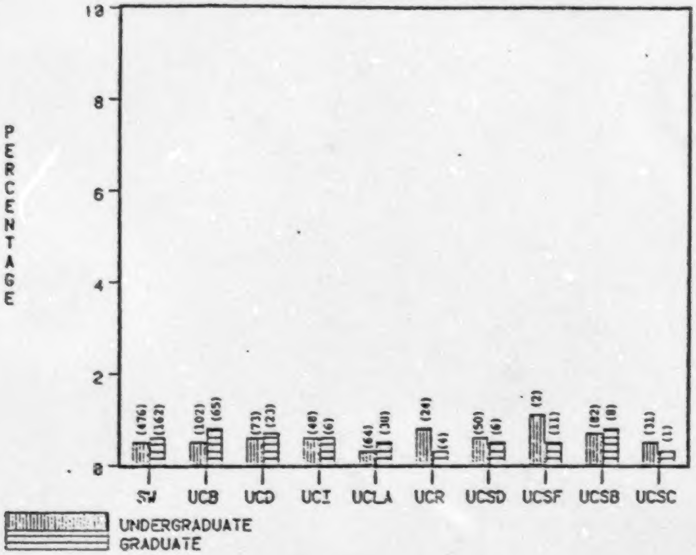
PERCENTAGE OF CHICANO/LATINO STUDENTS AT EACH U.C. CAMPUS

DOMESTIC STUDENTS: 1981



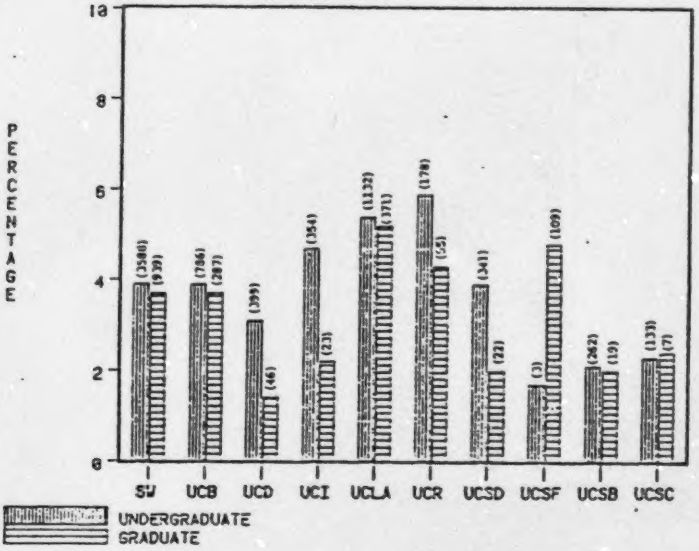
PERCENTAGE OF AMERICAN INDIAN STUDENTS AT EACH U.C. CAMPUS

DOMESTIC STUDENTS: 1981



PERCENTAGE OF BLACK STUDENTS AT EACH U.C. CAMPUS

DOMESTIC STUDENTS: 1981



UNDERGRADUATE ENROLLMENT IN PUBLIC POSTSECONDARY INSTITUTIONS
FALL 1976 AND FALL 1980

	Sex	Number	American Indian	Asian	Black	Chicano and Other Hispanic	White	Ethnic Data Missing	Non-Resident Alien
California Community Colleges									
Fall 1976	M	477,831	1.7	4.5	9.2	11.2	73.4	—*	—*
	F	474,284	1.6	4.0	8.8	9.1	76.5	—*	—*
Fall 1980	M	534,799	1.4	6.5	8.2	10.5	61.3	9.8	2.3
	F	626,042	1.3	5.0	8.2	9.2	65.7	9.1	1.5
California State University									
Fall 1976	M	125,632	1.0	5.3	4.8	6.4	57.1	22.4	3.0
	F	108,230	1.0	5.1	6.3	5.6	58.8	21.1	1.8
Fall 1980	M	122,424	1.0	7.3	4.6	7.1	51.8	23.8	4.5
	F	124,421	1.0	7.0	6.4	7.0	54.8	22.1	1.7
University of California									
Fall 1976	M	48,905	0.5	9.3	3.1	5.1	69.1	10.3	2.4
	F	42,615	0.5	9.5	4.3	4.4	70.7	9.6	1.2
Fall 1980	M	49,772	0.5	13.0	2.9	5.8	67.6	7.4	2.9
	F	46,792	0.5	12.4	4.4	5.3	69.6	6.3	1.6

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* Non-resident alien, and ethnic data missing have been prorated among reported ethnic categories.

TABLE 3

ETHNIC DISTRIBUTIONS OF 1979 GRADUATES OF PUBLIC CALIFORNIA HIGH SCHOOLS AND FALL 1980 FIRST-TIME FRESHMEN IN THE UNIVERSITY OF CALIFORNIA, THE CALIFORNIA STATE UNIVERSITY, AND THE CALIFORNIA COMMUNITY COLLEGES, BY SEX

		Segment				
Ethnic Group*	Sex	High School	University of California	California State University	California Community Colleges	Total: UC, CSU, and CCC
American Indian	M	0.7%	0.4%	1.2%	1.8%	1.5%
	F	0.7	0.4	1.1	1.6	1.4
	T	0.7	0.4	1.1	1.7	1.5
Asian	M	4.7	15.0	8.2	4.6	6.2
	F	4.5	13.5	7.3	3.7	5.3
	T	4.6	14.2	7.7	4.1	5.7
Filipino	M	0.9	2.6	2.0	1.4	1.7
	F	1.0	2.5	1.8	1.4	1.6
	T	0.9	2.6	1.9	1.4	1.6
Black	M	9.0	3.1	6.7	9.0	8.0
	F	9.5	5.0	9.1	9.5	8.9
	T	9.3	4.1	8.0	9.2	8.5
Hispanic	M	15.0	6.8	11.8	14.4	13.2
	F	15.0	6.0	11.2	14.3	13.0
	T	15.0	6.4	11.5	14.4	13.1
White	M	69.7	72.1	70.1	68.8	69.4
	F	69.3	72.6	69.5	69.5	69.8
	T	69.5	72.3	69.8	69.2	69.6
Ethnic Data Missing	M	2.6	3.2	26.0	6.2	8.8
	F	2.4	3.3	26.0	5.7	8.9
	T	2.5	3.2	26.0	5.9	8.9

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*The sum of the percentages in each column, exclusive of "Ethnic Data Missing," is 100. Thus, the first entry at the top of the table means that American Indian males comprised 0.7 percent of the male high school graduates in 1979. Similarly, the last entry at the bottom of the table means that whites comprised 69.6 percent of the combined group of first-time freshmen in the three public segments of higher education in Fall 1980.

DEGREES CONFERRED BY ETHNICITY, UNIVERSITY OF CALIFORNIA, 1975-76 TO 1979-80

		Total Degrees Awarded	American Indian/ Alaskan Native		Asian/ Pacific Islander		Filipino		Black		Chicano		White	
			N	%	N	%	N	%	N	%*	N	%	N	%
Bachelor's Degrees	1975-76	20,954	83	0.4	1,640	8.6	97	0.5	677	3.5	632	3.3	15,952	83.6
	1976-77	20,878	91	0.5	1,621	8.6	110	0.6	646	3.4	627	3.3	15,839	83.6
	1977-78	20,187	91	0.5	1,687	9.3	103	0.6	567	3.1	628	3.5	15,033	83.0
	1978-79	19,811	90	0.5	1,765	10.1	135	0.8	522	3.0	592	3.4	14,374	82.2
	1979-80	19,989	91	0.5	1,865	10.5	137	0.8	533	3.0	856	4.8	14,283	80.4
Master's Degrees	1975-76	6,009	24	0.5	246	5.4	12	0.3	224	4.9	136	3.0	3,948	86.0
	1976-77	5,963	27	0.6	305	6.6	11	0.2	182	3.9	144	3.1	3,941	85.5
	1977-78	5,602	25	0.6	277	6.5	10	0.2	166	3.9	121	2.8	3,673	86.0
	1978-79	5,315	26	0.7	287	7.3	15	0.4	122	3.1	118	3.0	3,364	85.6
	1979-80	5,665	31	0.7	282	6.6	20	0.5	130	3.0	199	4.6	3,632	84.6
Doctoral Degrees	1975-76	2,068	1	0.0	56	4.1	0	0.0	39	2.9	16	1.2	1,246	91.8
	1976-77	1,983	10	0.8	39	3.0	0	0.0	50	3.8	34	2.6	1,177	89.8
	1977-78	1,890	5	0.4	58	4.3	2	0.1	36	2.6	27	2.0	1,232	90.6
	1978-79	1,914	5	0.4	57	4.5	0	0.0	36	2.8	27	2.1	1,150	90.2
	1979-80	2,030	3	0.2	83	5.9	0	0.0	36	2.5	41	2.9	1,245	88.4
First Professional Degrees	1975-76	1,681	10	0.7	140	9.1	8	0.5	88	5.7	109	7.1	1,183	76.9
	1976-77	1,714	14	0.9	140	9.0	8	0.5	96	6.1	94	6.0	1,209	77.5
	1977-78	1,724	11	0.7	161	10.2	13	0.8	102	6.4	112	7.1	1,186	74.8
	1978-79	1,760	7	0.4	150	9.3	18	1.1	106	6.6	115	7.1	1,220	75.5
	1979-80	1,832	8	0.5	157	9.2	12	0.7	114	6.6	159	9.3	1,248	72.8

Special Report

Community college transfer figures for Fall, 1982

The following are highlights of an update on community college transfer statistics recently prepared by Dr. Dorothy Knoll of the California Postsecondary Education Commission.

Trends in Numbers

The number of community college students who transferred to the University of California increased by 7.5 percent between Fall, 1981 and Fall, 1982 but the Fall, 1982 number of transfer students was less than for any fall between 1970 and 1980.

In the California State University, the number transferring decreased between Fall, 1981 and 1982 by .7 percent to a level below that first reached in Fall, 1981.

The net change in numbers of community college students transferring to the two segments combined was an increase of about .6 percent.

Differences among campuses

Increases in transfers between Fall, 1981 and 1982 to the University of California occurred on all eight general campuses except Irvine, which showed a decrease of seven percent. The largest percentage increases were at Riverside (17), Santa Barbara (16) and San Diego (11).

Although the State University had a .7 percent decrease overall between Fall, 1981 and 1982, some campuses showed gains and others had losses, several of them greater than this systemwide percentage decrease. The largest percentage gains occurred at Polytechnic-Ponoma (33), San Bernardino (11), and Sonoma (11). The largest percentage losses were at Polytechnic-San Luis Obispo (11), Los Angeles (19), Humboldt (16), San Diego (12) and Stanislaus (11).

Reasons for Trends

Small numbers of students transferring to the University continue to be a problem for some community colleges that may find it increasingly difficult to offer the courses needed by University transfer students, particularly in engineering and mathematics-based disciplines. Twenty-five community colleges had fewer than 10 students transfer to the University in Fall, 1982 while only 34 colleges had as many as 50 university transfers. Seventeen of the 107 community colleges produce about half of the university transfers and the median number of students is 30. Given the differing graduation requirements of the various university campuses and the large number of majors pursued by transfer students, small community colleges may find that they lack the resources needed for university transfer programs for small numbers of students with diverse needs.

The state university has more campuses and more diverse majors than the university, however, community colleges probably find it easier to prepare their students for transfer to the state university because of the vastly larger numbers of students involved. Only 11 of the State's community colleges had fewer than 50 students transfer to the state university in Fall, 1982; 24 had fewer than 100 state university transfers. The median was above 200 students. Attraction of transfers to the state university may be attributed to such nonacademic factors as geographical proximity to a state university campus and lower total cost, taking into account student charges, living expenses (at home), books, and related educational expenses. Other factors include easier eligibility to transfer on the part of those who would not have been eligible for freshman admission on the basis of their high school record, greater likelihood of community college courses being accepted in satisfaction of major and general education requirements for graduation, and more opportunity to enroll in baccalaureate degree programs leading directly to employment.

Community College Transfer Students
Fall Term

Year	UC	CSUC
1965	2,948	14,603
1966	3,761	19,295
1967	3,702	22,059
1968	3,785	26,596
1969	4,458	28,207
1970	5,166	29,059
1971	6,154	32,546
1972	7,165	34,619
1973	8,193	33,089
1974	7,813	32,646
1975	8,002	35,537
1976	7,123	32,653
1977	6,392	34,001
1978	6,193	31,609
1979	5,649	30,428
1980	5,428	30,490
1981	4,778	30,026
1982	5,137	29,824

A Minority Student Data Bank and More: The Ultimate College Identification and Tracking System, A Discussion Paper by Ramon Cruz

December 1982.

Imagine the application of the latest data processing technology towards designing a system that has the capacity to identify and track hundreds of thousands of students starting in grade 7 and continuing on through high school, trade school, community college, 4-year college, grad school and finally through two years of employment at the completion of all educational objectives. Imagine also that this system continues to feed back information on the changes, successes and failures of each student to each school that enrolled the student at any point in his/her educational career. As long as we're dreaming, add a high level of accuracy and efficiency to the design of the system, supported by the cooperative information-sharing of each institution connected with the system.

Staying with the twilight zone, let's make our system capable of providing specialized reports for intervention programs, like the federally-funded Educational Opportunity Centers, Talent Search and Upward Bound, or like the state-funded California Student Opportunity & Access Program, devoted to strengthening cooperative linkages between secondary and postsecondary schools. In some cases, these intervention programs may provide the initial identification of students to begin the college-tracking process. This is advantageous because these programs are designed to make themselves more accessible to minorities and low income youths and adults. Many college recruitment and affirmative action programs may benefit by the identification of students by ethnicity, sex and other academically-related characteristics.

In California (a state with 57 independent accredited colleges, 9 University of California campuses, 19 Cal State Universities, 107 community colleges and over 1,000 school districts) the challenge of coordination between schools, colleges and segments becomes problematic. The problem is exacerbated by the eagerness of colleges to recruit across the state, outpacing diminished travel and administrative budgets. Many high school counselors and teachers believe that recruiters from within and without the state demand too much time from their students, frequently distracting them from their studies. Without limiting access, the schools are looking for alternatives to the traditional road show-classroom presentation. The colleges would also like to increase their recruitment productivity without increasing costs. When intervention programs, sponsored by "soft" state and federal funds, add another layer of recruitment, the call for coordination and avoiding duplication becomes critical. Within this milieu, our futuristic model, called the Indentification-Placement-Tracking-System, or I-P-T-S, was conceived.

A basic feature of the system, established in its early structure in 1978, is the student's selection of (up to) three colleges of interest for future matriculation. Although the fully automated "I-P-T-S" is a new development of the program, the essential identification and personal guidance services began in 1974, when Congress created the Educational Opportunity Centers program. In the same year, funding for the project was granted to UCLA at the downtown Extension center, located in the heart of urban Los Angeles. Since that time, over 30,000 students have been served by the Educational Opportunity Center. Currently, over 22,000 students are being tracked at 505 colleges and universities across the country. The computerized tracking system involves sending each college a Placement School Report, identifying the students who intend to enroll in the college at a specified placement year. The college in turn, is expected to verify the enrollment, and report the current status of the students according to official records. This is done by appropriately marking the computer report, signing it, and returning it to the Educational Opportunity Center.

By relying upon the colleges to provide the enrollment status information in this way, the costs of tracking are very low. This feature makes it possible for I-P-T-S to continue tracking students indefinitely, as long as the student is enrolled in an institution that wishes to cooperate with I-P-T-S.

Direct institutional tracking is also more accurate and auditable than the traditional follow-up letter or card which is mailed to the student's home address. The credibility of a student response is difficult to measure, and even more critical is the fact that 40 percent to 90 percent of the students never respond to the questionaire at all. When possible, phone calls are made those who don't respond, and the questions are read over the phone. Not only is this process expensive in phone and personnel costs, but the credibility of both the student and the caller is open to query.

The only documents are the notes written by the caller, and possibly a phone bill, verifying that a call was made to a certain phone number on a certain date.

At a time when both federal and local governments are auditing educational programs more frequently and more vigorously, a tight, documented, and auditable tracking system, used as the anchor of an internal evaluation process, may spell the difference between survival or surrender in the 80's. Even if only 50 percent of the 505 placement schools respond affirmatively to the I-P-T-S tracking instrument, the system will be far superior to any other model currently in use. It should be emphasized, however, that it is not only I-P-T-S than can enhance its survival quotient by this system. Every feeder program and school that's connected with the I-P-T-S pipeline will also benefit by automatically receiving updated Enrollment Tracking Reports of its current and former students.

What else can a system like this do? Recently the public universities and colleges in California added additional requirements for admission in English, Math and other subjects. Many students, especially minorities, are uninformed about these requirements and what they mean to their future opportunities. By expanding the data base for I-P-T-S this year, the system will soon be able to identify whether students are "on track", "off track" or "deficient", meaning that they have fallen behind by one or two subjects in the schedule normally required to qualify for admission by graduation day. Hopefully by next year, the system may be able to generate letters directly to students and parents telling them, in understandable English, Spanish or (?), that they should consider taking specified college prep courses in order to keep the higher education door open. Although this information will at first originate from the student by reporting his/her own progress in specified courses, in time some futuristic schools may agree to provide I-P-T-S direct access to cumulative records. The Placement School Reports, sent to each college, will also include the tracking status of each student. This is intended to encourage the colleges to extend their early outreach and developmental services to both mainstream and marginal students.

Hopefully, many of the diamonds-in-the-rough students will respond to direct contact from postsecondary institutions. Perhaps they will begin to see their academic futures in a more realistic perspective. If this early contact can minimally help to reduce the extremely high incidence of 16-year-old dropouts in many minority communities, the value of this program will be significant. The information and motivation provided directly by contact with postsecondary institutions may make the difference. Minorities and women may also be encouraged to better prepare for the high technology occupations of the future.

Why not hook up this system with other pre-packaged computerized guidance systems, such as the Guidance Information System (GIS) or the California-based Eureka program? I-P-T-S is already beginning to collect the kinds of data from its participants that generally feed into such programs. For example, by completing an optional battery of questions on the I-P-T-S registration form, and occupational choice process, based on the student's expressed goals and interests, any be initiated. Another set of questions is designed to generate a list of private scholarships for which students may be eligible. The GIS files contain 496 scholarship programs which are printed out according to eligibility criteria. By subscribing to these prepackaged computerized guidance systems, I-P-T-S can absorb the cost of providing these services to its participants.

It is anticipated, however, that the demand for some of these more sophisticated services may quickly outstrip the resources available to the Educational Opportunity Center. When this happens, I-P-T-S may either reduce its services, seek additional funding, or charge participants and institutions fees, based on the cost of each service. To extend the basic tracking services to groups and areas beyond those targeted in the Educational Opportunity Center funding proposal, several supporting programs have agreed to pay $1.00 per student per year, the minimal costs of computer registration, tracking and reporting. However, persons eligible for services within the target area of Los Angeles, based on criteria established by federal regulations, are being provided all of these services free of charge. If schools, colleges and employers within and without the target area were to pay for at least a part of the costs for these services, it may be possible to develop a funding base independent of any single public grant.

In order to support the intersegemental efforts of a group of schools and colleges in the Los Angeles area, I-P-T-S was designed to provide special reports to coordinating committees, in addition to reports for each school and college involved. This allows the coordinating committees to monitor the flow of referrals and applications among several member institutions, with the purpose of enhancing choice and access for disadvantaged students. Thousands of high school students each year are identified by "combined presentations" in high schools and community colleges. In this innovative program, representatives of several college segments inform students about the unique qualities of each institution. I-P-T-S can give rosters of students who attend the combined presentations to each institution involved in this consortium effort.

Since a number of local and federal funds are combined in many interesegmental activities, I-P-T-S is sensitive to the different reporting needs for different programs. Students can be identified and selected for evaluative reports by several funding sources, program types, coordinating areas and institutional segments, as well as by many personal characteristics such as ethnicity, age, sex, income and so on. Students enrolled in community colleges or other postsecondary institutions are asked to identify if they intend to transfer to another institution when they complete their immediate objective. The identification of transfer students is of paramont importance to cooperative efforts between 2-year and 4-year colleges. This system cannot only convenience the Los Angeles area coordinating groups, but is capable of providing similar support for consortia or institutional clusters in any area of the state, or even outside the state.

The intent of this design is to provide an inexpensive data base for supporting intersegmental and interprogramatic efforts anywhere in the country, with a minimum of duplication and a maximum of service. If the cost is low for a data base of 30,000 students, the per-student cost will be even lower as the data base expands to 50,000 students, 100,000 students, or even more. By supporting intersegmental efforts in this way, it is hoped that more institutions in other areas of the state and country will be willing to consider establishing cooperative linkages to coordinate local outreach activities.

When we begin to talk about a national program with 6-digit figures, it is natural to begin to compare this data base with the national testing services that also provide lists of students to colleges. The I-P-T-S market, however, is different than the traditional testing service markets, although there will be, and should be, some overlap. First of all, I-P-T-S does not require taking a test to participate. All that is needed is to fill out a 4-page registration form which identifies the types of schools and programs that may be of interest in the future. In California, for example, the vast majority of disadvantaged students never take the SAT, since 85 percent of them enroll in community colleges where the SAT is not required. Many of these students, however, do aspire to transfer to a four-year institution once they complete the 2-year curriculum. Even at the point of transfer, the college test is not required, and therefore this vast population, of over 100,000 minorities in California alone, is not identified or targeted through the traditional testing service. The overall number of students enrolled in California Community Colleges is over one million. Community college transfer-oriented students are a prime market for I-P-T-S.

Because no test is involved, I-P-T-S is inherently cheaper than the testing services; and therefore can be offered to students at much lower fees, regardless of institutional or grant support. If a sliding fee structure were developed, based on family income, it is probable that low-income students would pay only one or two dollars per year, as opposed to test fees ranging from $10 to $20 per test. Although a number of test fee waivers are available to low-income students, the I-P-T-S registration process will probably be perceived as cheaper and more accessible by both low-income and middle-income students alike.

I-P-T-S is also designed to target a wider age range of students, starting from 7th grade students and extending to college-age populations and older adults. Once a student is registered with I-P-T-S, s/he may continue to be tracked and guided by affiliated programs until completing his/her ultimate educational objective, whether it be a 2-year degree or a Ph.D. The earlier the tracking begins, however, the better, since every effort will be made to link younger students with early outreach services that can improve the students' chances of entering and successfully completing a postsecondary program.

A special feature of I-P-T-S is its sensitivity to the needs and interests of disadvantaged students, as well as the strengths and limitations of programs designed to serve these students. Ultimately, I-P-T-S will probably serve more middle-income students than low-income students because of its value to all college-oriented groups. Since it was originally designed with the purpose of serving disadvantaged students, however, its basic structure will continue to provide better access and more support for disadvantaged persons. This will be so, regardless of the number of mainstream participants who access the system in the years ahead.

By maintaining a balance of mainstream and marginal students, be they from one social class or another, it is more likely that the opportunity for access will be relegated to the college enrollment market place, rather than held in the hands of gatekeepers, such as tradition-bound counselors, or exclusive tracking programs. I-P-T-S will facilitate contact in both directions, automatically and efficiently, between postsecondary institutions and a diverse range of student populations. This will make it easier and less costly for colleges to access a wider market of students than otherwise possible.

The question of financing the community colleges has focused much attention on the need to improve the transfer function from junior to senior colleges. The fact that Hispanics and blacks enroll in community colleges at higher percentages than their white counterparts, contributes to lower bachelor degree completion rates for minorities than for whites. A recent study by the Mexican American Legal Defense and Education Fund (MALDEF) indicates that the transfer rate for Hispanics is as low as 1 percent. Other reports by the California Postsecondary Education Commission reveal the overall transfer rate for all groups in the California Community Colleges to be 3 percent. Very few intervention and recruitment programs have intensively targeted community college students because, in contrast to the high school or junior high school setting, there are no convenient vehicles available to contact the majority of would be transfer students once enrolled.

The transfer rate may hopefully improve when senior colleges are able to directly communicate with 2-year college students to inform them about articulation requirements and application filing procedures. A recent report by the College Board revealed that Hispanics comprised only 2.5 percent of the students who took the SAT in 1982. This figure is disproportionately small when compared with blacks, who comprised 9.0 percent and whites who made up 81.9 percent of the test-taking population. The lower test scores for blacks and Hispanics, and the lower participation rates for Hispanics, result in market underrepresentation of Hispanics and blacks in college recruitment lists distributed by the testing services. The national figures for Hispanics are greatly impacted by the California phenomenon, since the 100,000+ Hispanics enrolled in the California Community Colleges represent about 25 percent of all college-enrolled Hispanics in the U.S. mainland, in both undergraduate and graduate levels. A four-year retention study initiated by Alexander Astin in 1972 showed that 34 percent of the whites, 24 percent of the blacks, 16 percent of the American Indians and 13 percent of the Hispanics had completed the baccalaureate degree by 1976.

Programs focusing on high-tech disciplines, such as science, math and engineering may be provided lists of students interested in those areas early in the developmental process. In 1979 only 14 blacks and 20 Hispanics received bachelor degrees in engineering from the University of California out of a total of 1,603. This percentage, of less than one percent for each group, was even lower for blacks in the Cal State University (0.5 percent), but higher for Hispanics (3.4 percent) who received the engineering degree. Unfortunately, only 4 of the 72 Hispanic engineering graduates were female, as were only 1 of the 11 black graduates of the Cal State University. Only 4 of the 14 blacks and 2 of the 20 Hispanics who graduated in engineering from the University of California were female. Both blacks and Hispanics (especially women) are severely underrepresented in the biological sciences, business and other technical areas across the board. By helping employers and specialized college recruitment programs make contact with students as early as possible, minority students and women may be guided towards building the proper academic foundation to provide for success in high tech disciplines in later years.

As college enrollment continues to decline during the '80's and early '90's, it is anticipated that new definitions for quality and talent will be promulgated. Rather than limiting access to only those who are sure to succeed, many institutions will begin to fortify those services that can support a student's success, in spite of initial limitations. Rather than colleges exclusively selecting students, as has been the case in the 60's and 70's, students will find the colleges in the 80's much more flexible and open to those who have the will and the means to enroll. In addition, improved research and data developed in the 70's and early 80's, will shed light on effective methods of teaching students from diverse backgrounds, and will suggest new ways of helping students to cope with the challenges of academic rigor. Once the colleges decide that they really do want to open their doors to new markets, they will find that the ground has already been laid for successfully pursuing these directions by the demonstration projects, research and avante garde programs of the 70's. As long as the colleges are not locked into exclusive methods of identifying students, such as through the college entrance tests, and as long as there are low-cost alternatives available to access these markets, the predicted changes should be spontaneous.

The efficient enrollment tracking capability of I-P-T-S will also lend itself quite naturally to new demonstration projects and research endeavors that base their outcomes on the success of students in entering or advancing through various postsecondary institutions. On a contractual basis, for example, a group of students who were provided a specific treatement in a given school, may be tracked by I-P-T-S and matched with an appropriate group already included in the I-P-T-S data base. Baccalureate degree granting institutions may ask I-P-T-S to track a group of graduates through whatever graduate studies they might undertake. At the same time, I-P-T-S may determine whether college grads acquired full time employment, and whether such employment was related to their academic majors.

As more minority students successfully complete their undergraduate studies, new initiatives may develop to expand the opportunities for minorities to undertake advanced studies. The recently noted drop in graduate school enrollment would suggest that graduate schools will also be exploring the possibility of seeking new markets. I-P-T-S may provide access to student populations interested in graduate studies one to two years prior to graduation and also prior to taking the graduate school examination.

Although I-P-T-S has already established its direction, a lot remains to be done before its full potential can be realized. To speed up its development, more resources are needed in the areas of computer programming and technical assistance. Cost-sharing relationships with a variety of schools and colleges need to be extended. A full fledged marketing program for new I-P-T-S participants should be initiated. Linkages with corporate employers, who are interested in accessing lists of talented minority and majority students, need to be established. Ultimately, the major institutional supporters of I-P-T-S will constitute the advisory board for shaping the direction and priorities for future development. The need for such a program is evident. Whether it becomes a reality depends to a large extent on whether the academic and corporate community is willing to follow an alternate path.

PREPARED STATEMENT OF LORENZA CALVILLO-CRAIG, MEMBER, CALIFORNIA STATE BOARD OF EDUCATION

A number of recent studies on education have focused the nation's attention on the need to "reform" or modernize the instructional programs in our public schools. In California, the State Board of Education conducted a review of high school graduation requirements; it culminated in the adoption by the Board of model high school graduation requirements which include: 4 yrs. English, 2 yrs. foreign language, 3 yrs. math, 2 yrs. science, 3 yrs. social science, 1 yr. visual and performing arts and 1 semester computer studies. In addition, the California legislature included in the education fiscal bill for 1982-83, a similar list of required courses for high school graduation.

This presentation will briefly address only two of the various policy questions inherent in this move to a new reform in education:

(1) What is the role of equity in the new "quality education"?

(2) What are the implications for Hispanic children of the responses to reform education?

Previous testimony to this Committee has outlined statistical data on the Hispanic community. Various surveys show that it is a rapidly growing community, it is a young population, its educational attainment level averages lower than for Blacks or Whites, and the percent of Hispanics in Higher Education is declining rather than increasing. In California, Hispanic children represent approximately 21-24 percent of all children in kindergarten through twelfth grade. There are, of course, districts where it is much higher; the kindergarten class of Los Angeles City Schools is over 60 percent Hispanic and other districts are 80-90 percent Hispanic. In California, therefore, changes in the public schools have tremendous implications for Hispanics.

The question of equity has been both implicit and explicit in the various proposals for reform in education. Some advocates, like the Reagan administration, argue that equity is no longer an appropriate concern for quality education. Others argue that it is not possible conceptually to have a "quality" system which does not include equity. Some proposals are silent on the question. Both A Nation at Risk: the Imperative for Educational Reform (The National Commission on Excellence in Education) and Raising Expectations: Model of Graduation Requirements, (California State Board of Education) stated: "The twin goals of equity and high quality schooling have profound and practical meaning for our economy and society, and we cannot permit one to yield to the other in principle or in practice." The Congressional forum should not be silent on this policy issue. Congress should assert and establish through its legislative, fiscal and programmatic efforts the position that this nation intends to continue its commitment to full educational opportunity for all its citizens. In the United States, of those persons 14 to 17 years of age 75 percent are enrolled in high school; in Japan, it is 90 percent. National leadership is needed to move this nation to 100 percent enrollment. National perameters should be established to guarantee that equity in education is a national right. A failure to educate the citizenry has implications that far exceed the limits of a small town or even the boundaries of a large state. Poor education puts the nation at risk, not just smalltown USA. It is imperative, therefore, that Congress through its legislative and fiscal authority require that "equity" be an integral goal in the design and implementation of new reform programs.

Once equity is designed conceptually into a plan, the implementation of the plan has important implications for Hispanics. The new reform programs suggest a strong emphasis on "basics" including math, science, languages and social studies. The success of these programs have very direct significance for institutions of higher education (IHE's). Within the last ten years, IHE's have been forced to create new, expanded remedial programs for entering freshmen. It is important to note that the remedial courses have been required primarily by white, English-speaking, upper-income students since the numbers of minority students have continued to be small *and declining!* It has not been, therefore, the introduction of "inferior" minority students into the system which created the problems; rather, it has been a general decline in the level of instruction provided by secondary schools. One outcome, therefore, of the new reform programs should be better prepared students entering the universities.

This presentation will next address specific programmatic recommendations for the implementation of these new reform programs. A renewed language emphasis is frequently included in these programs. In California, it includes a requirement for 4 years of English and 2 years of foreign language. A significant number of Hispanics have bilingual educational needs; this need should conceptually be coupled with the nation's need for bilingual human resources in the fields of defense, commerce, human services and international affairs. While bilingual education is frequently plagued by political furor, it is strongly supported within the Hispanic community. Educational research continues to show that it represents a sound instructional method for bilingual learners. While bilingual programs throughout the nation are very diverse, the program usually includes the use of both the primary and the secondary language. The programs seek to stabilize the primary language base from which then to teach additional languages. Primary language instruction is also used to teach other subject matter areas to prevent the student from falling behind in math, science or social studies while he or she is learning English. A major purpose of bilingual education is to teach English; however, its purpose is also to enable bilingual children to compete comparably in academic activities with English-speaking peers. Advocates of transitional bilingual education argue that the purpose of bilingual programs should be to teach English only and what instructional schemes should be designed to eliminate the child's language skill in their primary language, in other words, to eliminate totally, that child's skill with the second language. Within the context of the new reform educational programs, transitional bilingual education is counterproductive. It is illogical to spend grades k-6 methodically removing from a child the ability to speak and understand Spanish only to inform that child in the 8th grade that they have to take 2 years of Spanish to graduate. The new reform requirements for modern, quality education suggests, instead, the need for intensified language development programs (including English and a second language), which are designed to stabilize the linguistic base of both languages during grades k-6. Research continues to show that early age is a viable time to learn languages. Through this intense language program, the bilingual child would arrive at Junior High School prepared to begin Spanish I and continue their subject matter instruction in English. By High School, that pupil could meet the 2 year foreign language requirement by enrolling in Spanish 3, 4, or 6. They would also continue the development of English through the 4 year English requirement. Bilingual pupils enrolled in English as a Second Language classes should receive either English credit or foreign language credit toward graduation requirements. Hispanic children who move through this type of k–12 language development including both English and a second language, would then arrive at an institution of higher education better prepared in both English skills and better prepared to meet the foreign language requirements to obtain a B.A.

In addition, if that student should not enter college, he or she is better prepared to work for city agencies or local businesses and fill the rapidly growing market in those fields for bilingual employees.

The intensified emphasis on math and science should begin by grade 3. The 9th grade is too late to begin a math and science thrust. Funds should be provided to create experimental programs on (1) early indentification of gifted math and/or science Hispanic students, (2) early indentification of female Hispanic students for math and science, (3) math is considered a unique language, programs should be designed to work with bilingual children who speak little English but function successfully in mathematical activities, (4) training needed to prepare math teachers to work successfully with bilingual children.

Computer education must mean than the presence of one computer at every school in America. Without the development of a comprehensive program, this new thrust could produce a number of inner-city, low-income, minority schools with one computer stored in a closet, with no one on staff trained to use the machine and no funds with which to buy the needed software. States and school districts must embrace the requirement to provide computer access to all children. Rather than permit, by default, the development of the best labs exclusively in white, upper-income, weathly schools, districts must seek models by which to provide access to all pupils. This can include:

(1) Centralized computer labs to which all pupils are assigned for a semester; they can be bused to that lab from throughout the city.

(2) Local businesses could contribute their facilities on staggered schedules, or provide the funds with which to build such facilities.

(3) Local universities could provide access to their facilities on staggererd schedules.

In addition, federal research funds should be matched with private industry funds to continue the research on teaching languages through the use of computers. If the state of the art of this technology could be accelerated, we might as a nation reach the capability by the year 2000 of teaching 2 or 3 languages in grades k–4 through the use of computers. If we could make this a routine learning task, it would greatly isolate the political furor from the educational issues.

Finally, the new reform movement has great implications for teacher education. The technology of knowledge has forced the profession to acknowledge that on-gong training is required. I recommend, therefore, the following:

(1) Recertification be required; contract agreements should include provisions for leave and fiscal support for recertification training.

(2) Schools of Education must be redesigned. The core curriculum for all teacher candidates should include courses in culture and language acquisition. Fields of specialization should be identified so that the teacher who selects math, science, history, English, foreign languages, handicapped education, bilingual education, etc., has the professional expectation of acquiring a basic data base in the credentialing program and the knowledge he or she will continuously update and expand that data base during their professional career. (The teaching of bilingual children has been debilitated by angry and confused teachers who resented having to gain new skills to work effectively with the cognitive needs of these pupils. In the future, teachers would understand this is a professional requirement mandated by the nature of the field and not merely a nuisance created by "problem" children.)

(3) National loan programs should be created for teacher education, to be available for both pre-service and in-service education; include assurances that Hispanics have access to these loans.

(4) Provide funds for early identification, recruitment and incentives to bring Hispanic students into the teaching profession in all subject matter areas.

(5) Consider an addition to Title V-Teacher Corp and Teacher Training Program of the Higher Education Act. Part C states "Training for Elementary and Secondary School Teachers to teach Handicapped children in Areas with a Shortage." Add to Part C "Training for Elementary and Secondary School Teachers to teach Bilingual children in Areas with a Shortage."

It is clear that increased math, science, language instruction and comprehensive changes in teacher education have direct implications for institutions of higher education. Additional specific linkage activities between higher education and secondary schools which I recommend include the following:

(1) IHE's should provide information to secondary schools on specific skill levels required from a student at that university. The information sharing should be both oral and written. Representatives from the various departments within the institution should meet with their counterparts in the secondary schools (to include Junior High). This should enable 7–12 staff to design curriculum schemes to enable pupils to attain the skills needed to successfully perform in college.

(2) IHE's should conduct training programs in the various fields for secondary teachers in those subjects. For example, math high school teachers could attend a summer institute taught by the university math faculty. Those teachers would be better prepared to design and implement high school programs which prepare students for that university.

(3) IHE's can provide valuable counseling services to Junior High pupils to assist those pupils in designing a 4 year high school schedule which could meet the requirements of those universities.

(4) IHE's should meet with parents and families of the Hispanic communities to explain the requirements of those institutions.

(5) Remedial programs need to be continued and improved at the IHE's. They cannot ignore the current learning needs of students in their institutions. Reversing this problem will take several years.

(6) Data should be provided by the IHE's to their feeder high schools on the performance of its graduates. High schools can use this data to evaluate and improve their programs.

These recommendations are not original, nor is it a comprehensive list. However, the communication and linkages between IHE's and secondary schools must continue, it must be regularly evaluated and it should make needed improvements. The two agencies are different sides of the same coin. Hopefully, we have moved beyond the period of casting blame on each other. We share a single purpose: the full educational development of the most important natural resource this country possesses—its children.

Finally, I recommend that all federal programs continue to require compilation of data on Hispanic participation within those programs. It becomes impossible to argue for changes or improvements unless we possess accurate information on program implementation. When seeking program revision or alternative models, we are asked to support our premises with data. If data on Hispanics is not available, we often are unable to alleviate destructive and crippling practices. Programs designed for the new reform in education should routinely include the compilation of ethnic, language and income data.

PREPARED STATEMENT OF M. SUSANA NAVARRO, PH. D., DIRECTOR OF RESEARCH AND POLICY ANALYSIS, MEXICAN AMERICAN LEGAL DEFENSE AND EDUCATION FUND

Honorable Congressman Simon, distinguished members of the Subcommittee on Postsecondary Education, my name is Susana Navarro and I direct research and policy analysis for MALDEF, the Mexican American Legal Defense and Educational Fund. MALDEF is a national organization dedicated to ensuring the civil rights of Americans of Hispanic descent. With offices throughout the country, MALDEF has, for over a decade, devoted itself to guaranteeing constitutional rights in the areas of education, employment, voting rights, and immigration, among others. In particular, MALDEF's Access to Higher Education Project, funded by the Ford Foundation, has been involved in research and advocacy efforts aimed at increasing Hispanic access to higher education. We appreciate and welcome the opportunity to testify before the subcommittee regarding Hispanic participation in higher education.

It is becoming increasingly clear that the gains in access to higher education which Hispanics achieved in the 1970's are being eroded. The Higher Education Research Institutes' study of Minorities in American Higher Education found that while Hispanic enrollment in higher education increased substantially until the mid-1970s, few gains have been made since that time. For example, the college-going rate among Hispanics has dropped from a high of 20 percent in 1976 to about 15 percent in 1981.[1] Because the college-going rate among whites has remained fairly static, the ratio of Hispanic college-bound students to that of whites has dropped steadily from a high of .76 in 1975 to a low of .59 in 1981.[2] Larger and larger proportions of Hispanics are enrolling in two-year community colleges, and fewer are attending both public and private four-year universities.[3] The status of Hispanics in higher education, thus, is worsening and the gap between Hispanics and whites is widening.

Many factors are associated with the low degree of Hispanic participation in higher education. Among them are:

The high drop-out rate and low rate of high school completion among this group; the poor academic preparation received by many Hispanics, even those completing high school; admissions policies and practices which effectively exclude Hispanics from college admission; the greater need among Hispanics for substantial financial assistance to attend college; the tracking of students out of college preparatory programs and into vocational or general educational programs in high school; and, the lack of adequate information about the prerequisites for college and the resources available for attending college.

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[1] Carlos H. Arce, "Report to the Network," La Red/The Net, No. 69, June 1983, p. 1.

[2] Ibid.

[3] Arce, "Report to the Network," 1983, p. 14 and National Center for Education Statistics, "The Condition of Education for Hispanic Americans." Washington, D.C., U.S. Gov't Printing Office, 1980, p. 148.

In the remainder of my testimony I wish to address several issues, among them information and outreach programs for Hispanics and standardized test misue by colleges and universities. Each of these issues relate to the Higher Education Act in significant ways.

First, among the most important programs for Hispanics in the Higher Education Act are the Special Programs for the Disadvantaged, or the Trio programs. These programs have been most important inproviding information to Hispanics regarding postsecondary education and have performed critical outreach services.

We commend this committee, and the House and Senate for maintaining and increasing funding of these programs in 1983 and 1984, despite administration proposals for significant cuts and zero funding in these budgets. Particularly important was congressional action blocking the administration's proposal to eliminate existing TRIO programs and instead provide a small sum for use by institutions with over 50 percent minority enrollment. Such a move would have virtually excluded Hispanics from Trio benefits.

Despite these actions, many Hispanics are still not receiving outreach and information services needed to insure equal access. For that reason, we wish to make the following recommendations for action on Trio programs:

(1) Increase funding for these programs. Many areas and students now receive limited or no services and could benefit significantly from such programs. Because Talent Search and the Educational Opportunity Centers are most utilized by Hispanics, we recommend expansion and additional support for these programs in particular.

(2) Target funds so that they reach the largest numbers of students in need. Regional targetting or set-asides would be particularly valuable. Such a system would alleviate problems, such as the one recently in California, which, despite its large numbers of Hispanic students, has received a disproportionately small share of the Trio programs.

(3) Provide additional funds specifically designated for outreach services and training seminars by TRIO program personnel. Such services and seminars would be aimed at Hispanic community organizations and parent groups and would develop an additional avenue for providing information about college to Hispanic students.

A second issue which MALDEF has addressed through research and advocacy efforts is the overreliance by postsecondary institutions on standardized test scores in the admissions process. In a petition recently filed on behalf of 14 major Hispanic organizations, MALDEF requested that the College Board, the Educational Testing Service, and the American College Testing Program monitor and seek to limit misuse of college entrance test scores by colleges and universities.

Such misuse, which includes the setting of minimum cutoff scores below which students are automatically excluded from admission, has a particularly negative impact on Hispanics for several reasons. First, it is well known that Hispanics and other minorities do less well on standardized tests than do white, non-Hispanic students. Second, there is growing evidence that such tests are less accurate and valid for Hispanics than for other students. Third, many more colleges and universities are evaluating educational potential predominantly or solely on the basis of test scores.

Test-use practices that are not in keeping with accepted test standards and that exclude racial and ethnic minorities are, in effect, discriminatory. We recommend that the federal government begin a vigorous effort aimed at reducing test misuse by colleges and universities. A first step would be to provide funds to institutions for development of valid alternatives criteria for use in admitting minority students. Such an effort would be directed at finding efficient and low-cost criteria which could serve to reduce the importance of test scores in admissions. A second recommendation is that colleges and universities wishing to receive federal funding for any program be required to demonstrate that standardized test scores are not being used at their institutions in ways which reduce Hispanic access. Third, if test organizations do not demonstrate that colleges and universities are willing to curb test misuse, we suggest a Fair Educational Practices Act be considered which would monitor and halt such practices.

Finally, I wish to touch upon an issue which MALDEF will discuss in detail at the subcommittee's Chicago hearing—financial aid. Hispanic students, who come largely from lower income families, rely to a significant degree on federal financial aid, especially on Pell Grants. Two-thirds of Hispanic freshmen sampled in a recent study received only one source of aid, and that one source was almost exclusively Pell Grants.[4] Even in cases where Hispanic students received funding from multiple sources, 90 percent of such packages included a Pell Grant.[5] Because of the critical role of federal financial aid in maintaining or increasing access of Hispanics to Higher education, we recommend:

(1) That federal funding, especially for Pell Grants, be increased; and

(2) That formulas for Pell Grants take into consideration that Hispanics are much less likely to receive aid than other students because they generally attend low-cost community colleges and because they live at home while attending college. Formulas should be developed with the recognition that many low-income students living at home have few resources to contribute toward their education. Further, formulas should insure that the many needy students at community colleges have access to financial aid resources and that practices of community colleges in financial aid administration assure fair distribution of aid.

Most importantly, the need based formulas in both Pell grants and campus based aid programs must be maintained. Given the move by many institutions toward merit-based aid, the federal government's role in focusing aid on needy students must continue.

I thank the subcommittee for the opportunity to present this testimony.

PREPARED STATEMENT OF MANUEL GOMEZ, DIRECTOR, EDUCATIONAL OPPORTUNITY PROGRAM/STUDENT AFFIRMATIVE ACTION OUTREACH, UNIVERSITY OF CALIFORNIA, IRVINE

First, I wish to express my appreciation to the Chairman and members of the subcommittee for holding these hearings and for inviting testimony on the significant issues facing higher education and Hispanic Americans. The focus of my remarks today will be regarding secondary and postsecondary linkages: academic preparation and basic skills. I will briefly cover some of our experiences in California regarding these forms of academic partnerships between universities and secondary schools concentrating on the relevant aspects to the reauthorization of the Higher Education Act of 1965 and I will conclude with some recommendations.

It has been said that man is the only animal that laughs and weeps for he is the only animal that is struck by the difference between what things are and what they ought to be. The dismal record regarding access for Hispanics to higher education stuns any sensitive reviewer. We are all aware of the pathetic profile limned by the swirl of statistics that indicate that Hispanic students make up only 6 percent of the University of California undergraduate enrollment while they represent 25 percent of the public school enrollment in the state of California and 49 percent of the enrollment in the Los Angeles City schools. The State Department of Education reports that of the 1,045,000 Hispanic students statewide, only about 23 percent are performing satisfactorily—at or near grade level. Another 31 percent are not proficient in English and are considered below grade level. Most of these students are participating in bilingual programs. The remaining 46 percent are classified as English speakers but their achievement is unsatisfactory. The State Department of Education calculates that the Hispanic drop-out rate in California secondary schools has been at 45 percent over the last twelve years. On the average, 39,195 Hispanic students have dropped out each year during that period. Robert A. Cervantes an administrator with the State Department of Education recently indicated that this drop-out number is more than the total number of Hispanics who graduated from California high schools last year which was 38,698! (See Addendum I.)

The statistical profile for higher education is equally tragic. The distribution of Hispanic students in higher education in the State of California is reflective of the general profile nationally. In California about 80 percent of all Hispanic students attending institutions of higher education are attending community colleges. A comparison of Hispanic and Anglo enrollment shows that four times as many Anglo students enter community colleges as first time freshmen, but nine times as many Anglos transferred to the University of California system in 1981 than did Hispanic students. The revitalization of the transfer function presents a critical policy problem that needs to be addressed within the state as well as the federal level. In a recent article published in the Los Angeles Times it was pointed out that in the nineteen campus State University System more bachelors and masters degrees were awarded in 1981 to students from other countries than to native Hispanic Americans. The same was true of masters and doctorates awarded in 1981 by the University of California. National statistics on doctoral degrees reflect much the same pattern.

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[4] Rafael Magallan, "Education Federal Budget Report," La Red/The Net. No. 66, March 1983, p. 19.

[5] Ibid.

This brief statistical profile regarding the K-12 sector and higher education conveys a critical situation facing Hispanics and their access to higher education. This situation represents a compelling need for a federal response to assist in alleviating the obstacles that prevent better representation and success for Hispanics in education. There is an urgent need to review and revise the Higher Education Act of 1965 to reflect necessary remedies to this long standing inequity affecting the Hispanic population. The major thrust of my remarks are focused on the essential need to recognize the interrelationships of all levels of education, since efforts which improve achievement at the elementary and secondary levels increase the likelihood of success at the postsecondary level. For too long, education has been segmented with very little articulation among the various levels. The four year college sector prepares and trains teachers for the K-12 sector and the K-12 system prepares students for the four year colleges, though they rarely speak with each other. There is a growing perception that the curriculum content of many of the college preparatory courses in low-income, predominantly minority secondary schools does not adequately prepare the student to undertake academic work successfully at a four-year institution. The effectiveness of purely informational or motivational programs is doubtful unless learning skills and college preparatory courses are strengthened at the high schools to equip the student for college level work. All discussions with various professionals consistently underscores the need for attention to be given to secondary school faculty as well as to students.

Since 1975, the University of California with key support from the California Legislature has been carrying out a bold experiment in collaboration with the K-12 sector called the Early Outreach Partnership Program. This program is designed to increase the pool of academically eligible minority students who will be able to pursue higher education. The program offers academic advisement, tutorial services and a variety of other activities aimed at both preparing students and expanding academic options available to them. Today, seven years later, the University-wide Partnership Program is serving approximately 15,000 students from grades 7-12 throughout California and has achieved dramatic success. The latest data indicates a 74 percent postsecondary attendance rate and approximately a 28 percent UC eligibility rate. This UC rate represents a 444 percent increase beyond the typical eligibility rates for minorities in California.

I want to take a moment to describe an initiative of the Early Outreach Partnership Program at UC Irvine. The Partnership Program, with the help of a UC faculty committee established a special collaborative effort with the Santa Ana Unified School District to work on a curriculum enhancement project designed to improve the academic preparation of the students. We move from providing services to students to also begin direct work with the teachers and counselors. With help from a UC Systemwide Office seed grant we sponsored a series of forums that permitted high school and junior high school faculty to interact directly with university faculty in their corresponding academic disciplines. This project is comprehensive in scope, providing direct academic services to students, in-service training for teachers and counselors as well as parent activities. It is essential to promote parental involvement in their children's education and central to our democratic society to have adults participate in the governance of our institutions. Parents, students and faculty must have a genuine sense of access and participation to the school decision-making process. We recently were visited by representatives of the State Department of Education Policy Analysis and Special Projects Division. They expressed interest in learning particularly about the enabling conditions that allowed us to create such a successful academic partnership. Also we were recently informed, by the New York College Board Vice President of Academic Affairs and Director of Project Equality, Ms. Adrienne Bailey that we were selected as one of thirteen projects nationally as program models demonstrating successful school/college partnerships. (See Addendum III.) Ours was the only project selected in California.

We have learned that the critical elements of a successful school/college partnership include (1) a long term administrative commitment from the University, District and School-site leadership, (2) a willingness to accept academic preparation issues as a mutual cross-segmental concern that involves a faculty, counselors, students, parents and the wider community, (3) a focussed action play that has clear objectives and measurable goals and finally, (4) adequate resources to fund cross-segmental activity such as curricular enhancements. I do not believe that the current level of cooperative school/college efforts is adequate. Collaborations or academic partnerships that cut across segments create new and catalytic arrangements that transcend internal segemental limits that benefit students, teachers and parents at relatively low costs. There is a fundamental necessity for securing additional resources to maintain the momentum generated by the activities of previous years.

We are all aware of the recent plethora of national and regional reports calling for excellence and educational reform particularly within the high school sector. These reports occasionally cite national comparisons of achievement levels between Americans and residents of other countries. The most recent comparisons have been with Japan that indicate that Americans are falling behind in math preparation. The reports generally cite longer school year, faster paced elementary and secondary school curriculum and as in the case of Japan the existence of a standardized national curriculum as factors for other countries success over the United States. In this country, as you are aware, state governments and local school boards set education standards and decide on text books for public schools. The Federal Government provides only about 8 percent in allocation funding and has little to no role in setting standards. In the United States academic standards for high schools are basically set by the admissions criteria posed by higher education. It is a well established trend that higher education institutions are reviewing, or have already raised, their admission standards. The University of California has already increased the number of years required of high school English and has added another year of high school mathematics required of entering freshmen in the fall of 1986. The California State University system has also raised their admission requirements. The State Board of Education and the Legislature have proposed various educational reform bills which will in essence increase the number of academic courses required for high school graduation. These facts point to a fertile ground for collaborative projects to bring together faculty from postsecondary and secondary institutions to develop the necessary curriculum content, teacher training programs and clarity regarding expectations of student competencies. It is a well documented fact that a special effort will have to be undertaken to increase both the number and quality of trained science and mathematics teachers.

A second concern that I must convey regarding the recommendations contained within these national reports is that they generally treat diverse student groups that are actually segmented by race, socio-economic status and gender as if they were one homogeneous unified elite. What we must avoid in the future design of academic partnerships and the push for student excellence is a potential acceleration of the gap between those that are doing well and those that are on the margin.

State and Federal action in cooperation with postsecondary institutions to overcome the underrepresentation of Hispanic students in many career areas and particularly at the post graduate level in the more prestigious and highly selected courses of study is necessary. While there has been an increase in the numbers of Hispanics participating in Math and Science programs in California's public four year colleges, this group remains substantially underrepresented in these disciplines. (See Addendum II.)

ACTION RECOMMENDATIONS

(1) I strongly recommend that the entire Higher Education Act and all of its titles undergo a thorough review to assure that language be adopted to respond to the pressing needs and critical condition facing Hispanics in higher education.

(2) Specifically, Title I Part B should be enhanced to provide additional funding to meet the learning needs of underserved adults as well as to encourage their active participation in the reinforcement of the education of their own children. The grant program should have language that requires collaboration with community based organizations in order to have effective outreach to underserved adults.

(3) Title IV is one of the pieces of legislation that provides funding for projects that interact directly with secondary schools. Information services are essential and I am suggesting that additional language be developed to create stronger incentives for these programs to provide tutorial services as well. There should be a reduction of the presently strong reliance on a morass of regulatory criteria that makes it difficult to serve students.

(4) Title V includes a section that authorizes a program for training elementary and secondary school teachers to teach handicapped children. I believe a similar section should be developed that authorizes funding to serve high need populations in the training of teachers in the areas of math and science.

(5) Title X includes the Fund for the Improvement of Postsecondary Education which provides for the broadest range of postsecondary reform, innovation and improvement activities. This agency also has a unique approach that does not impose any rigid reform formulas on education but rather insists on local strategies devel-

oped at the community level. I believe that their funding level should be significantly increased to establish a funding program for school/college collaboratives or academic partnerships designed to improve academic preparation of high need populations.

(6) I support the notion that consideration be given to once again including a community college title that would assist in the revitalization of the transfer function. Requirement for collaborative relationships with the high school and four year sectors should become an essential part of any new title focused on Community Colleges.

In closing, Mr. Chairman, I want to once again thank you and the subcommittee for attempting to learn through these hearings of how the Higher Education Act could more effectively serve the needs of the Hispanic population. I believe we are facing a pivotal opportunity with respect to reforming education in the United States as well as an opportunity to fulfill an enduring American dream—to fuse equity and excellence in our mutual efforts to improve academic preparation of all of our youth.

University of California Domestic Student Enrollment

Addendum I

		1975	1976	1977	1978	1979	1980	1981	1982
American Indian									
Undergraduate	#	443	438	448	462	432	483	477	500
	%	.5[a]	.5	.6	.6	.5	.5	.5	.5
Graduate	#	145	157	126	132	133	132	162	157
	%	.5[a]	.6	.5	.5	.5	.5	.6	.6
Total	#	588	595	574	594	565	615	639	657
	%	.5[a]	.5	.5	.6	.5	.5	.5	.5
Other Asian									
Undergraduate	#	7,595	7,911	8,485	8,979	9,862	10,974	11,761	12,809
	%	9.0	9.6	10.4	10.9	11.5	12.3	12.8	13.5
Graduate	#	1,791	1,790	1,754	1,784	1,865	2,175	2,051	2,276
	%	6.5	6.6	6.8	7.0	7.4	8.6	8.2	9.0
Total	#	9,386	9,701	10,239	10,763	11,727	13,149	13,812	15,085
	%	8.4	8.9	9.6	10.0	10.5	11.5	11.8	12.6
Pilipino									
Undergraduate	#	587	676	742	897	1,053	1,304	1,575	1,894
	%	.7	.8	.9	1.1	1.2	1.5	1.7	2.0
Graduate	#	92	100	113	101	100	117	133	133
	%	.3	.4	.4	.4	.4	.5	.5	.5
Total	#	679	776	855	998	1,153	1,421	1,708	2,027
	%	.6	.7	.8	.9	1.0	1.2	1.5	1.7
Black									
Undergraduate	#	3,472	3,355	3,344	3,274	3,399	3,474	3,623	3,702
	%	4.1	4.1	4.1	4.0	3.9	3.9	3.9	3.9
Graduate	#	1,312	1,202	1,107	1,014	994	996	919	962
	%	4.7	4.4	4.3	4.0	3.9	3.9	3.7	3.8
Total	#	4,784	4,557	4,451	4,288	4,393	4,470	4,542	4,664
	%	4.3	4.2	4.2	4.0	3.9	3.9	3.9	3.9
Chicano/Latino									
Undergraduate	#	4,155	4,351	4,468	4,631	4,931	5,081	5,410	5,712
	%	4.9	5.3	5.5	5.6	5.7	5.7	5.9	6.0
Graduate	#	1,433	1,444	1,389	1,348	1,418	1,449	1,422	1,624
	%	5.2	5.3	5.4	5.3	5.6	5.7	5.7	6.4
Total	#	5,588	5,795	5,857	5,979	6,349	6,530	6,832	7,336
	%	5.0	5.3	5.5	5.5	5.7	5.7	5.8	6.1
Whites[b]									
Undergraduate	#	68,335	65,470	63,852	64,539	66,396	68,200	69,203	69,983
	%	80.8	79.6	78.5	78.0	77.1	76.2	75.2	74.0
Graduate	#	22,973	22,532	21,286	20,963	20,754	20,394	20,300	20,217
	%	82.8	82.7	82.6	82.7	82.1	80.7	81.2	79.7
Total	#	91,308	88,002	85,138	85,502	87,150	88,594	89,503	90,200
	%	81.3	80.4	79.5	79.1	78.3	77.2	76.5	75.2
Total Responses									
Undergraduate	#	84,587	82,201	81,339	82,782	86,073	89,516	92,049	94,600
Graduate	#	27,746	27,225	25,775	25,342	25,264	25,263	24,987	25,369
Total	#	112,333	109,426	107,114	108,124	111,337	114,779	117,036	119,969
Total Enrollment[c]									
Undergraduate	#	N/A	89,899	88,290	88,915	91,430	94,878	96,617	98,443
Graduate	#	N/A	33,635	28,820	28,559	29,154	30,617	30,582	29,325
Total	#	N/A	123,534	117,110	117,474	120,584	125,495	127,199	127,768

[a] For each ethnic group, percentages are based on Total Responses for Undergraduate, Graduate and Total categories, as appropriate.

[b] Includes Others.

[c] Includes Declined to State.

Source: Systemwide Office of Admissions and Outreach files, February 1983.

Enrollment in California Public Schools by Grade Level and by Racial or Ethnic Group, 1981-82

	Enrollment, by racial or ethnic group, and percent of total						
					Not Hispanic		
Grade Level	American Indian or Alaskan native	Asian or Pacific Islander	Filipino	Hispanic	Black	White	Total
State totals	32,647 0.8%	221,899 5.5%	64,425 1.6%	1,045,186 25.8%	399,171 9.9%	2,282,828 56.4%	4,046,156 100.0%
Kindergarten	1,595 0.5%	15,345 5.1%	5,226 1.7%	102,409 34.1%	27,195 9.1%	148,469 49.5%	300,239 100.0%
1	1,815 0.6	16,353 5.5	4,812 1.6	98,848 33.1	28,854 9.7	147,659 49.5	298,341 100.0
2	1,857 0.7	16,481 5.7	4,904 1.7	90,773 31.6	27,750 9.7	145,882 50.7	287,652 100.0
3	2,069 0.7	16,771 5.9	5,123 1.8	85,916 30.4	27,159 9.6	145,429 51.5	282,464 100.0
4	2,411 0.8	17,122 5.9	5,225 1.8	82,728 28.5	27,911 9.6	154,926 53.4	290,323 100.0
5	2,621 0.8	17,262 5.6	5,345 1.7	82,280 26.5	30,210 9.7	173,156 55.7	310,874 100.0
6	2,684 0.8	17,459 5.4	5,232 1.6	79,430 24.5	31,863 9.8	187,656 57.9	324,324 100.0
7	2,856 0.9	16,457 5.1	4,741 1.5	76,808 23.8	32,595 10.1	188,807 58.6	322,264 100.0
8	2,791 0.9	15,794 5.1	4,734 1.5	71,454 23.2	30,511 9.9	182,145 59.3	307,429 100.0
Other elementary	307 0.7	1,127 2.5	488 1.1	12,356 26.9	5,867 12.8	25,733 56.1	45,878 100.0
9	3,001 0.9	17,365 5.3	4,862 1.5	74,949 23.0	33,173 10.2	192,793 59.1	326,143 100.0
10	3,117 0.9	19,651 5.9	4,928 1.5	73,960 22.1	35,782 10.7	195,849 58.9	334,287 100.0
11	2,924 0.9	18,124 5.8	4,615 1.5	59,833 19.2	31,547 10.1	194,475 62.4	311,518 100.0
12	2,410 0.9	15,569 5.4	3,999 1.4	47,575 16.9	25,702 9.2	185,563 66.1	280,813 100.0
Other secondary	189 0.8	1,019 4.3	194 0.8	5,862 24.8	3,052 12.9	13,286 56.3	23,602 100.0

Source: California State Department of Education *Note: totals may not add up to 100% due t

Addendum II

10/4/82

TABLE 1

CHANGING PARTICIPATION RATES BY ETHNIC MINORITY STUDENTS IN MATHEMATICS AND SCIENCE PROGRAMS IN PUBLIC UNIVERSITIES AND COLLEGES*

Percentage of Enrollment in Undergraduate Baccalaureate Programs:

	American Indian	Black	Chicano/ Other Hispanics
UNIVERSITY OF CALIFORNIA			
Fall 1976	0.4%	2.0%	4.3%
Fall 1981	0.4	2.3	4.6
CALIFORNIA STATE UNIVERSITY			
Fall 1976	1.1	3.3	5.7
Fall 1981	1.6	4.1	7.3

Percentage of Enrollment in Graduate Programs:

	American Indian	Black	Chicano/ Other Hispanics
UNIVERSITY OF CALIFORNIA			
Fall 1976	0.3	1.4	2.0
Fall 1981	0.2	1.5	2.6
CALIFORNIA STATE UNIVERSITY			
Fall 1976	0.8	2.2	3.6
Fall 1981	1.3	3.1	4.1

Percentage of Baccalaureate Recipients:

	American Indian	Black	Chicano/ Other Hispanics
UNIVERSITY OF CALIFORNIA			
1975-76	0.3	1.2	2.0
1980-81	0.4	1.3	4.6
CALIFORNIA STATE UNIVERSITY			
1975-76	1.5	1.8	3.7
1980-81	1.0	1.9	5.4

Percentage of Master's Degree Recipients:

	American Indian	Black	Chicano/ Other Hispanics
UNIVERSITY OF CALIFORNIA			
1975-76	0.5	1.7	1.3
1980-81	0.2	1.1	3.3
CALIFORNIA STATE UNIVERSITY			
1975-76	1.3	0.8	1.4
1980-81	0.8	0.8	2.8

Percentage of Doctorate Degree Recipients:

	American Indian	Black	Chicano/ Other Hispanics
UNIVERSITY OF CALIFORNIA			
1975-76	0.1	1.2	0.4
1980-81	0.3%	1.4%	1.3%

* The academic discipline divisions include biological sciences, computer and information sciences, engineering, mathematics, and physical sciences. Percentage rates are for students with known ethnicity, excluding non-resident aliens and non-respondents.

Source: CPEC Information System.

10/4/82

TABLE 2

MINORITY STUDENTS ENROLLED IN MATHEMATICS AND SCIENCE UNDERGRADUATE BACCALAUREATE PROGRAMS* UPPER DIVISION ONLY

University of California	American Indian	Black	Chicano/ Other Hispanics
Fall 1976	56	267	571
Fall 1977	53	253	519
Fall 1978	60	234	500
Fall 1979	58	246	535
Fall 1980	57	258	623
Fall 1981	57	310	617

California State University	American Indian	Black	Chicano/ Other Hispanics
Fall 1976	175	550	936
Fall 1977	162	467	837
Fall 1978	211	586	1,092
Fall 1979	204	640	1,182
Fall 1980	218	720	1,380
Fall 1981	355	916	1,634

* The academic discipline divisions include biological sciences, computer and information sciences, engineering, mathematics, and physical sciences.

Source: CPEC Information System.

10/4/82

TABLE 3

MINORITY STUDENTS ENROLLED IN MATHEMATICS AND SCIENCE GRADUATE PROGRAMS*

University of California	American Indian	Black	Chicano/ Other Hispanics
Fall 1976	22	102	147
Fall 1977	19	93	151
Fall 1978	25	73	135
Fall 1979	20	75	149
Fall 1980	15	102	210
Fall 1981	15	97	174

California State University	American Indian	Black	Chicano/ Other Hispanics
Fall 1976	36	89	146
Fall 1977	31	74	101
Fall 1978	37	80	137
Fall 1979	33	78	139
Fall 1980	31	89	165
Fall 1981	60	139	181

* The academic discipline divisions include biological sciences, computer and information sciences, engineering, mathematics, and physical sciences.

Source: CPEC Information System.

10/4/82

TABLE 4

MINORITY STUDENTS RECEIVING BACCALAUREATE DEGREES IN MATHEMATICS AND SCIENCE AREAS FROM PUBLIC COLLEGES AND UNIVERSITIES*

University of California	American Indian	Black	Chicano/ Other Hispanics
1975-76	14	58	94
1976-77	17	72	107
1977-78	25	66	104
1978-79	19	76	100
1979-80	17	66	158
1980-81	20	61	213

California State University	American Indian	Black	Chicano/ Other Hispanics
1975-76	62	74	152
1976-77	44	65	192
1977-78	35	66	165
1978-79	52	82	175
1979-80	41	73	205
1980-81	45	83	235

* The academic discipline divisions include biological sciences, computer and information sciences, engineering, mathematics, and physical sciences.

Source: CPEC Information System.

10/4/82

TABLE 5

MINORITY STUDENTS RECEIVING MASTERS DEGREES IN MATHEMATICS AND SCIENCE AREAS FROM PUBLIC COLLEGES AND UNIVERSITIES*

University of California	American Indian	Black	Chicano/ Other Hispanics
1975-76	6	20	15
1976-77	4	23	22
1977-78	3	11	16
1978-79	3	17	18
1979-80	3	12	27
1980-81	2	10	30

California State University	American Indian	Black	Chicano/ Other Hispanics
1975-76	8	5	9
1976-77	7	8	12
1977-78	5	6	10
1978-79	2	10	9
1979-80	0	8	15
1980-81	4	4	14

* The academic discipline divisions include biological sciences, computer and information sciences, engineering, mathematics, and physical sciences.

Source: CPEC Information System.

10/4/82

TABLE 6

MINORITY STUDENTS RECEIVING DOCTORATE DEGREES IN MATHEMATICS AND SCIENCE AREAS FROM THE UNIVERSITY OF CALIFORNIA*

University of California	American Indian	Black	Chicano/ Other Hispanics
1975-76	1	8	3
1976-77	5	13	13
1977-78	1	12	4
1978-79	0	9	5
1979-80	1	5	15
1980-81	2	9	8

* The academic discipline divisions include biological sciences, computer and information sciences, engineering, mathematics, and physical sciences.

Source: CPEC Information System.

Addendum III

The College Board
888 Seventh Avenue New York New York 10106
(212) 582-6210

September 26, 1983

Mr. Manuel N. Gomez
Director
Educational Opportunity Program
University of California
Irvine, California 92717

Dear Mr. Gomez:

I am pleased to invite the Santa Ana Unified School District and the University of California at Irvine to join the Educational EQuality Project Models Program for School-College Collaboration which is being organized under the aegis of the College Board's Office of Academic Affairs. I hope that as a principal convener of this collaborative you will convey to your colleagues our interest in their participation.

Enclosed is a description of the program we are planning to inaugurate. It is an extension of the earlier document shared with you by Aaron Fink prior to his visit to Irvine earlier this year. Aaron, who is continuing to serve as senior adviser to the project, will be a liaison between the Office of Academic Affairs and the schools and colleges involved in the Models Program during this phase of its organization. Henry Harper, manager of the Educational EQuality Project, along with our representatives in the regional offices of the College Board, also will be available for assistance.

The description of the Models Program will serve as the background material for an organizational conference of collaborative representatives. We hope that you may attend, along with a representative of the Santa Ana schools. Our tentative plan is for a meeting in New York or Atlanta from Thursday evening, November 3, to Saturday noon, November 5. Information will be forthcoming.

In order to proceed with our plans, we would like to know as soon as possible which schools (or school systems) and colleges will be represented in your collaborative, and--if possible--the names and addresses of institutional representatives who would receive communications from our office.

ofit educational association serving students, schools, and colleges through programs designed to expand educational opportunity

I look forward to hearing from you, as well as working with you in this worthwhile endeavor.

Sincerely,

Adrienne Y Bailey

Adrienne Y. Bailey
Vice President for
Academic Affairs

APPENDIX

Institutions Invited to Join the Educational EQuality Project Models Program for School-College Collaboration in September 1983*

Alabama

Jefferson County Educational Consortium

(Eight school systems with seven public and private colleges in the Birmingham area)

California

Santa Ana Unified School District with the University of California at Irvine

Connecticut

Yale-New Haven Teachers Institute

Florida

Dade County Schools with Miami-Dade Community College

Georgia

Atlanta Public Schools with the National Humanities Faculty

Illinois

Chicago Public Schools with Area Colleges

Maryland

Baltimore County Public Schools with Area Community Colleges and Universities

New Jersey

Newark Board of Education with Essex County College

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*Additional sites to be added in 1983-84.

Ohio

Cleveland, East Cleveland, and Lakewood Public Schools with Cuyahoga Community College and Cleveland State University

Oklahoma

Oklahoma State University with Area High Schools

South Carolina

CYLUC-W Consortium

(Winthrop College with Six Area High Schools)

Washington

North King County-Edmonds Coalition for High School/Community College/University Articulation

(Selected high schools and community colleges north of Seattle, along with the University of Washington)

Wisconsin

Milwaukee Public Schools with the University of Wisconsin-Milwaukee

PREPARED STATEMENT OF ED C. APODACA, DIRECTOR, ADMISSIONS AND OUTREACH SERVICES, UNIVERSITYWIDE ADMINISTRATION, OFFICE OF THE PRESIDENT, UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF.

POSITION PAPER FOR CONGRESSIONAL HEARING DECEMBER 5, 1983, "HISPANIC ACCESS TO HIGHER EDUCATION"

Meeting educational expenses remains one of the key barriers confronting Hispanic and other non-traditional students pursuing higher education. Even though the level of funding of financial aid programs has increased and eligibility expanded the problems affecting access to higher education persist.

The initial goal of early financial aid programs, to provide low-income students access and choice in higher education, has been lost as the Federal programs expanded. However, the issue no longer is limited to the lack of Financial Aid dollars, but includes the inability of non-traditional (usually first generation) students to successfully compete against students better versed with bureaucratic processes. Meeting deadlines, completing forms, and following up on what has developed into a complex process have proven to be serious obstacles for many of the Hispanic students. With the introduction of the Middle Income Student Assistance Act, emphasis shifted from assisting low-income students to providing services to increased numbers of students. As a result campuses have focused on the development of systems designed to process a large volume of applications.

A review of current financial aid levels among different types of educational institutions clearly reflects that those which offer education at higher cost receive the greatest amount of Federal and State dollars. In the State of California the private institutions, as well as the University of California, offer financial aid programs which are more comprehensive than those available at either California State Universities or the Community Colleges. At the same time, low income students, especially Hispanic, tend to enroll primarily in the Community Colleges. While it may be true that the students attending high cost institutions are eligible for assistance, most are not disadvantaged or as needy as those enrolled in low cost public institutions.

As indicated by the attached tables, Hispanic students enrolled in the University of California receive, percentage-wise, more financial assistance than the average student. This reflects the low-income backgrounds of Hispanic students. The financial support listed in the tables does not include guaranteed student loans or University or outside agency awards.

While the university administers a large amount of funds and offers some of the most comprehensive financial aid programs in the State; Hispanic and other minority students often do not enroll due to a lack of financial resources. As a result of the strong correlation between family income and academic performance, few of the students enrolled at prestigious institutions are from low-income or non-traditional backgrounds. A review of self-reported family income among students at the University of California indicates that 65 percent of the Hispanic students who applied came from incomes of less than $24,000, compared to 25 percent for White students.

Of concern is the fact that institutions are able to document that low-income students are not denied access and can show, on paper, that students' needs are fully met. In practice, we find these campuses applying "gaps" across the board, continuing to increase expected students' contributions, and recommending large guaranteed student loans as part of the financial aid award packages. Truly needy students are not able to make up the difference between what is reflected in the financial aid packet and what is actually available to them. Those who do not have access to outside resources are unable to take advantage of the guaranteed student loan or the work study employment to meet initial educational expenses.

Quite often little correlation exists between the level of eligibility for financial aid programs and students' needs. For example, a family of four with an income of $40,000 is assessed a family contribution of approximately $4,720, while a family of six with a base income of $25,000 is expected to contribute $660 dollars. The $40,000-income family often has both children enrolled in college plus one of the parents returning to school. As a result, the expected family contribution is divided by three and the student now has an expected family contribution of $1,573. In the case of the $25,000 family, especially if the student represents the first generation in higher education, usually only one member is attempting college and the expected family contribution remains $660. While the difference in eligibility between the students is only $913, the difference in "need" is significantly greater. Students from the higher income bracket have access to emergency or temporary support, if needed, and usually arrive on campus with essential items, such as a typewriter, school materials, books, proper clothing and pocket money. These items are not included in determining financial need but play an important role in allowing students to fit into the educational structure.

Campuses need to be encouraged to give priority to low income and/or disadvantaged students. It is important that the process insures that practices, designed for systematic proficiency, do not deter students with need from receiving assistance.

Federal programs should establish guidelines giving priority to students from traditional low-income backgrounds and the NDSL, SEOG, and the CWS should be targeted to such students. Additional recommendations which will improve the processing of financial assistance to Hispanic students are as follows:

a. Deadlines for completion of financial aid forms should be flexible and adjust to the needs of entering non-traditional students.

b. A computer tracking system for financial aid applicants should be implemented and information on SAA students shared with the Student Affirmative Action programs.

c. Award letters should be sent in a timely manner and coordinated with the admission and housing process. When coordination of the financial aid letter with the admissions process is a problem, a preliminary award letter should be sent to the student.

d. Financial aid packages should be competitive in the following areas:

Expected student contribution should be realistic and take into account family income as well as student's earning capabilities. Expectations should reflect realistically the employment opportunities for 18-24 year olds in the surrounding community. The campus's ability to meet the students' total financial need should not be a factor for establishing expected student contribution.

Unmet need "gap" should not be made uniformly for all students. Low-income background and other factors should be taken into consideration.

The amount of bank loans and work-study awarded should be reviewed to insure that sufficient cash funds are available to students to meet educational needs early in the year.

e. financial aid payments to students should be available in time to meet campus fee and housing expenses. When payment is not possible, other arrangements should be made.

SPECIAL PROGRAMS

Most Hispanic students currently enrolled in higher education are products of special educational programs and would not be in college had it not been for the encouragement and support these programs provide.

The University of California has twelve TRIO programs serving 5,858 students at a total cost of $2,143,390. There are five Special Services projects, two at Berkeley and one each at Irvine, Riverside, and Santa Barbara, serving 1,378 students for $573,500. There is one Educational Opportunity Center at Los Angeles serving 4,000 students for $350,000. There are six Upward Bound projects, two at Berkeley and one each at Davis, San Diego, Santa Barbara and Los Angeles serving 480 students for $1,219,890.

The TRIO Programs are instrumental in developing close working links between the University and high school communities. The need for academic support services and counseling programs, cannot be overemphasized. High schools serving large Hispanic student populations often lack the support needed to prepare students for college and do not offer the inducements or emotional and academic support needed by students. Any special efforts or encouragement that can be provided to these students is important. Most Hispanic students are not in the general education track, and often "drop out" become "non-participants" in an educational system which fails to acknowledge or assume responsibility for their problems. Schools are designed to serve students from traditional educational backgrounds who fit a system designed to meet their needs. Until efforts are made to address the needs and differences of a changing society, the barriers which currently exist will remain.

The University of California administers numerous State, Federal and University funded programs. These programs are part of a student affirmative action effort designed to achieve a representation of enrolled students similar to the ethnic, gender, and economic composition of recent high school graduates. The objectives of the efforts are (a) to increase the pool of students from underrepresented groups eligible to enroll in the University; (b) to increase the admission and enrollment rates of targeted students into the University; (c) to improve the student's level of academic preparation so they may take full advantage of all educational opportunities and achieve their academic aspirations; (d) to improve their retention and successful advancement; and (e) to increase the number of students from underrepresented groups who complete Baccalaureate degrees and who continue into graduate and professional programs.

The first step toward these goals is to identify and encourage students to consider the University as a viable opportunity. Outreach efforts, independent of campus location, have been developed to work with intermediate schools and provide the foundation for efforts with the K-12 sector. The aim is to enhance academic preparation and raise the aspirations of underrepresented minority students.

University of California
State-Funded Financial Aid for Hispanic Students
1982-83

	Chicano/ Mexican-American		Latino/ Other Spanish-American		Total - All Hispanic		% of Enrollment Hispanic
	$	%*	$	%*	$	%*	
BERKELEY	$ 284,543	7.3%	$ 92,232	2.4%	$ 376,775	9.7%	4.8%
DAVIS	194,227	7.4	84,390	3.2	278,617	10.7	4.3
IRVINE	159,237	9.5	38,594	2.3	197,831	11.9	6.7
LOS ANGELES	295,153	8.2	154,120	4.3	449,273	12.5	6.5
RIVERSIDE	123,157	16.4	37,822	5.1	160,979	21.5	8.9
SAN DIEGO	184,880	11.4	23,353	1.4	208,233	12.8	5.3
SAN FRANCISCO	18,344	14.5	6,301	5.0	24,645	19.5	7.4
SANTA BARBARA	284,409	14.7	54,285	2.8	338,694	17.4	5.9
SANTA CRUZ	142,173	9.9	34,505	2.4	176,678	12.3	6.1
TOTAL STATE AID	$1,686,123	9.5%	$525,602	3.0%	$2,211,725	12.5%	5.7%

*Represents the percent of total available state-funded aid. Hispanic representation among recent high school graduates is 15.7%.

University of California
Federally-Funded Financial Aid for Hispanic Students
1982-83

	Chicano/ Mexican-American		Latino/ Other Spanish-American		Total - All Hispanic		% of Enrollment Hispanic
	$	%*	$	%*	$	%*	
BERKELEY	$ 867,565	3.8%	$ 533,009	2.4%	$1,400,574	6.2%	4.8%
DAVIS	676,772	4.4	348,864	2.3	1,025,636	6.7	4.3
IRVINE	462,886	10.9	100,309	2.4	563,195	13.3	6.7
LOS ANGELES	1,471,202	8.3	703,582	4.0	2,174,784	12.3	6.5
RIVERSIDE	380,260	11.5	116,795	3.5	497,055	15.0	8.9
SAN DIEGO	458,836	5.7	139,787	1.7	598,623	7.4	5.3
SAN FRANCISCO	195,549	5.5	113,573	3.2	309,122	8.6	7.4
SANTA BARBARA	1,008,917	12.8	219,012	2.8	1,227,929	15.6	5.9
SANTA CRUZ	495,397	10.6	132,842	2.8	628,239	13.5	6.1
TOTAL FEDERAL AID	$6,017,384	6.9%	$2,407,773	2.8%	$8,425,157	9.6%	5.7

*Represents the percent of total available federally-funded aid. Funds include NDSL, SEOG, CWS and Pell grant. Hispanic representation of recent high school graduates is 15.7%.

THE EDUCATIONAL PIPELINE FOR MINORITIES IN U.S.

		Percent of Cohort
Graduate from High School	Whites	83
	Blacks	72
	Chicanos	55
	Puerto Ricans	55
	American Indians	55
Enter College	Whites	38
	Blacks	29
	Chicanos	22
	Puerto Ricans	25
	American Indians	17
Complete College	Whites	23
	Blacks	12
	Chicanos	7
	Puerto Ricans	7
	American Indians	6
Enter Graduate or Professional School	Whites	14
	Blacks	8
	Chicanos	4
	Puerto Ricans	4
	American Indians	4
Complete Graduate or Professional School	Whites	8
	Blacks	4
	Chicanos	2
	Puerto Ricans	2
	American Indians	2

Source: Final Report of the Commission on the Higher Education of Minorities - Alexander W. Astin, 1982. Data are from various sources and include the years 1971-1979.

ANNUAL PARENTAL INCOME BY ETHNIC GROUPS 1981-82
(Self-reported)

Income	Indian	Black	Chicano	White	All Students
Under - $ 6,000	6.4%	9.9%	6.3%	1.5%	3.2%
$ 6,000 - 11,999	12.3	20.7	19.3	4.8	8.3
12,000 - 17,999	13.2	19.3	20.4	8.2	10.8
18,000 - 23,999	12.9	15.2	18.2	11.3	12.8
24,000 - 29,000	16.0	10.1	13.3	12.2	12.2
30,000 - 39,999	16.9	11.2	12.3	20.2	18.6
40,000 - 49,999	8.6	6.9	5.7	14.8	12.8
50,000 - Over	13.8	6.8	4.3	27.0	21.3
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%

Educational Testing Service 1981-82.
Student Descriptive Questionnaire, University of California